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ABSTRACT

Recognizing the expanded role that teachers play in the classroom, the National Catholic Educational Association generated this elementary guidance curriculum as a support and guide for the Catholic classroom teacher. This six-volume series (vol. 1: program manual; vol 2: early childhood and kindergarten; vol. 3: grades 1/2; vol. 4: grades 3/4; vol. 5: grades 5/6; vol. 6: grades 7/8) which extends from early childhood to eighth grade, includes, among others, the following 18 topics: (1) understanding self and others; (2) courtesy and respect for others; (3) communication; (4) friendship; (5) family; (6) moral decision-making; (7) stress management; (8) time management; (9) self-safety; (10) self-direction and responsibility; (11) substance abuse awareness; (12) describing and expressing feelings; (13) conflict resolution; (14) cultural similarities and differences; (15) loss; (16) individual differences; (17) Christian sexuality; and (18) HIV/AIDS. The first volume includes the philosophy and scope and sequence of the curriculum as well as directions on how to use this manual. The competencies required for guidance teachers are considered under the three headings of attitudes, skills, and concepts. The teacher's personal qualities and attitudes are prerequisites for fostering student affective growth. Concepts considered as important for guidance teaching include normal development; group dynamics; individual needs, self-esteem, indicators of distress, and affective education concepts. Although this series expresses and fosters Christian values, it is not intended to replace religion classes. It is hoped that these volumes will help the teacher integrate value and guidance in instruction and thus enhance the growth of the total person. (RJM)

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FAITH FAMILY FRIENDS

Catholic
Elementary
School
Guidance
Program

VOLUME

—

PROGRAM
MANUAL

National Catholic
Educational
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and FAITH, FAMILY FRIENDS

Catholic Elementary School Guidance Program

Volume 1
PROGRAM MANUAL

Edited by Sister Mary Leanne Welch, PBVM

National Catholic Educational Association
Washington, D.C.

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FAITH, FAMILY AND FRIENDS

VOLUME 1

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Foreword

Doctor, encourager, comforter, social worker and counselor are among the many roles of teachers today. These are the expanded roles of teachers, in addition to that of academic instructor. The National Catholic Educational Association, in response to the demands on the teacher in these expanded roles, offers this elementary guidance curriculum. *Faith, Family and Friends*, a Catholic elementary school guidance program, is a support and guide for the classroom teacher.

This project, sponsored by the Supervision, Personnel and Curriculum section of the Chief Administrators of Catholic Education Department, with the assistance of the Department of Elementary Schools, began in the summer of 1990. Representatives from each of these departments designated topics, designed a format and selected qualified writers. The fruit of their dreaming and planning, with support from the Michael McGivney Fund, is this six-volume guidance program which extends from early childhood through eighth grade. *Faith, Family and Friends* is a resource that assists teachers to provide a warm, nurturing learning environment for the healthy development of children who bring Christ into the world.

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Preface

The Religious Dimension of Education in a Catholic School states that the Catholic school "must help each of the students to actually become the 'new creature' that each one is potentially, and at the same time prepare them for the responsibility of an adult member of society" (#100). ***Faith, Family and Friends***, a Catholic elementary school guidance program, aids the teacher in accomplishing this for students from early childhood through grade eight. The program is infused with gospel values and sound human development principles presented in a spiral approach.

We owe a great deal to the many educators who contributed to this program, which allows teachers to pull together the many aspects of classroom guidance which they are asked to address with their students. ***Faith, Family and Friends*** provides a foundation to help many students in Catholic elementary schools become fully alive.

Sister Mary Leanne Welch, PBVM
Editor

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Introduction

Faith, Family and Friends is intended to be used by classroom teachers in Catholic schools. The role of the teacher is to enable students to "freely and responsibly respond to God's call to choose life."

The series consists of six volumes:

Volume 1	Program Manual
Volume 2	Level A Early Childhood/ Kindergarten
Volume 3	Level B, Parts 1 and 2 Grades 1 and 2
Volume 4	Level C, Parts 1 and 2 Grades 3 and 4
Volume 5	Level D, Parts 1 and 2 Grades 5 and 6
Volume 6	Level E, Parts 1 and 2 Grades 7 and 8

Eighteen strands, or topics, are included in the series:

- Understanding Self and Others
- Courtesy and Respect for Others
- Communication
- Friendship
- Family
- Moral Decision-Making
- Stress Management
- Time Management
- Self-Safety
- Self-Direction and Responsibility
- Substance Abuse Awareness
- Describing and Expressing Feelings
- Conflict Resolution
- Cultural Similarities and Differences
- Loss
- Individual Differences
- Christian Sexuality
- HIV/AIDS

This Program Manual, Volume 1, contains the philosophy and overview, along with the scope and sequence of skills covered throughout the other five volumes. In addition to being a part of the series, Volume 1 also can be used as a guide for schools using other guidance programs. The scope and sequence can be used by schools in developing their own programs.

A review of the literature relative to the classroom teacher's role in a developmental guidance program finds general agreement that teachers have an important function. (See "Resources" on page 2.) The nature of the teacher's function involves creating a student-centered classroom climate, knowing and communicating with students individually, being accepting and challenging, leading guidance activities, providing information and consulting with other personnel.

Competencies required for guidance teachers are considered under three headings: attitudes, skills and concepts. Authors give the strongest emphasis to the teacher's personal qualities and attitudes as prerequisites for fostering student affective growth. Teachers who are self-aware and self-confident and who can establish a genuine, warm relationship with students, expressing interest, empathy, acceptance and positive regard, are considered more likely to be effective guidance teachers.

Concepts important for guidance teachers include an understanding of: normal development, group dynamics, individual needs, self-esteem, indicators of distress and an overview of affective education concepts.

Skills identified as essential for guidance teachers include: communication, classroom management, crisis intervention and skills that foster self-esteem, self-control and student independence by teaching problem-solving skills and decision-making skills.

The attitudes, concepts and skills stated above describe the competencies necessary for a guidance teacher. They also describe the competencies necessary for a classroom teacher. This supports the premise that the classroom teacher is the one to teach developmental guidance. It is the classroom teacher who has the most opportunity to establish a value-based, psychologically-safe environment in which young people can interact in a manner conducive to their growth as mature Christians who will assist with the transformation of the world. It is the classroom teacher who has the constant contact with students which can promote bonding among students and between teacher and students.

It is the classroom teacher who can integrate

- — values and guidance,
- — student interactions between classes and guidance,
- — guidance applications in other disciplines and
- — other disciplines in guidance

and thus enhance the growth of the total person.

To do this, it is vital that guidance teachers be prepared for each lesson. They not only need to study the suggested procedures and adapt them to their students, but also must think ahead and be prepared with responses for possible student comments or questions. Although teachers will not be able to predict all responses from students, they will be able to foresee many of them and need to think through, before class, how they will respond.

Teachers also need to assure students that their responses will be handled confidentially, and students need to be taught and reminded to do the same.

Faith, Family and Friends expresses and fosters Christian values, yet in no way is it intended to replace religion class. Guidance class complements religion class and is intended to reach a range of topics and attitudes beyond those covered in the formative and informative aspects of religion class.

Using this manual should not preclude using other materials as well. Supplementary materials can be used to expand or replace given lessons. It is important, however, to assure that students have exposure to all topics listed in the scope and sequence.

Two topics are included in this curriculum for which additional materials are necessary:

HIV/AIDS: Objectives are listed within the scope and sequence and referenced within each level. Teaching materials for these lessons are found in *AIDS: A Catholic Educational Approach to HIV*, NCEA, 1992.

Christian Sexuality: Objectives are listed within the scope and sequence and referenced within each level. Teaching materials for these lessons are to be chosen by the local school, according to the needs of its given clientele.

Resources

James W. Costar. *Focus on Improving Middle School Guidance Programs* (East Lansing, Mich.: Michigan Association of Middle School Educators, 1988).

Bonita Dahlhauser. "Developmental Guidance: Teacher Role and Competencies." Unpublished Research Paper, University of Northern Iowa, Cedar Falls, Iowa, 1985.

Robert D. Myrick, et al. *The Teacher-Advisor Program: An Innovative Approach to School Guidance* (Ann Arbor, Mich.: ERIC Clearing House on Counseling and Personnel Services, 1990).

Rosalyn Oratz, et al. *Guidance Every Day: A Helping Manual for Teachers of Grades 4-6* (Brooklyn, N.Y.: New York City Board of Education, 1986).

Philosophy

The basic mission of the Catholic school is the same as that of the church, to proclaim the good news of salvation brought into the world through Christ Jesus. That good news announces that every person is uniquely created by a loving God who sent Jesus to show how much that same God loves each person. Therefore, each person is lovable and worthy of love and affection.

All people, as they grow and mature in love, need help in realizing their full potential as children of God. This elementary guidance program is one attempt to help children achieve maturity in their relationship with God, with self, with others and with all of creation. It is both developmental and preventative, and meant to be integrated within the total school program.

In *The Religious Dimension of Education in a Catholic School*, the church states that human development alone is not sufficient for happiness. Thus, Christian education does not aim for maturity without faith. Rather the principal aims of education within the church are:

> *. . . that as the baptized person is gradually introduced into a knowledge of the mystery of salvation, he or she may daily grow more conscious of the gift of faith which has been received . . . What characterizes a Catholic school, therefore, is that it guides students in such a way "that the development of each one's own personality will be matched by the growth of that new creation which he or she became by baptism." We need to think of Christian education as a movement or a growth process, directed toward an ideal goal which goes beyond the limitations of anything human. At the same time the process must be harmonious, so that Christian formation takes place within and in the course of human formation. The two are not separate and parallel paths; they are complementary forms of education which become one in the goals of the teacher and the willing reception of the students. The Gospel notes this harmonious growth in the child Jesus.*

The document goes on to emphasize the gradual development of every student, so that each may attain "an integral formation within a context that includes the Christian religious dimension and recognizes the help of grace." This formation will only happen if teachers "unite their educational efforts in the pursuit of a common goal. Sporadic, partial or uncoordinated efforts . . . will interfere with rather than assist in the students' personal development" (#98-99).

In concert with the church's teaching, this guidance program is built on the following principles:

1. Through Baptism and the other sacraments, the young person has an intimate relationship with the loving God.
2. Like all Christians, the young person is called to respect life in all its forms.
3. Because of God's gift of freedom, the young person can grow responsibly into self-direction.
4. The Catholic school is concerned with facilitating, enabling and assisting young people to grow in their ability to freely and responsibly choose life and development.

Specifically, the school will help young people:

1. Know themselves better and positively accept who they are.
2. Form positive and enduring interpersonal relationships.
3. Improve their decision-making skills.
4. Use their abilities and skills for their

own happiness and for the good of others.

5. Achieve self-direction and self-discipline according to their own maturity.
6. Begin to see life and learning as an interconnected whole, aimed at loving God and serving neighbor.

This guidance program presumes that many of the topics presented in the lesson plans also are covered using the same principles in other subject areas, specifically religion, social studies, science and language arts. The program will be successful because of excellent teachers and because of school practices which reinforce its principles.

It also presumes that the Catholic school is a place of joy and enthusiasm, promise and hope, healing and forgiveness—all based on the love Jesus has shown to the church.

Below:
Students of Annunciation School in Washington, D.C.
Photo by Beatriz Ruiz.

How To Use This Program

To assist teachers with their busy schedules, *Faith, Family and Friends* is designed to be flexible to meet each teacher's need. Three options for use are:

1. For those schools which have a regular guidance time in their schedule, lessons would be most appropriately used during that time frame. If there are two 30-to-45-minute time slots per week, most of the lessons could be used. If less time is allotted, teachers will need to do year-long planning to determine which lessons and topics they wish to include.
2. For those schools which do not have a regular time slot for guidance, lessons could be integrated into other subject areas and disciplines, e.g., use the lessons on friendship in language arts when stories or themes center on friendship; use substance abuse awareness lessons in science; use stress management in physical education, etc.
3. A third option would be a combination of the two mentioned above. If there is a regular guidance class, but it is limited in time (e.g., one 30-minute lesson per week), some lessons could be taught during that time frame, while the remaining ones could be integrated into subject areas or disciplines.

The sequence of lessons can be used as presented or can be rearranged according to local needs. Each topic stands independent of the others. Lessons are intended to be 30-to-45 minutes long, but may be longer or shorter depending on options a teacher chooses, as well as the amount of student response and interaction.

The *Faith, Family and Friends* manual provides all the basic resources a teacher needs to implement the program. Each of the lessons follows the same format:

This program is designed to be used in either a graded or multi-aged situation. Schools which are graded could use the following format:

Early Childhood/ Kindergarten	Level A	
Grade 1	Level B,	Part 1
Grade 2	Level B,	Part 2
Grade 3	Level C,	Part 1
Grade 4	Level C,	Part 2
Grade 5	Level D,	Part 1
Grade 6	Level D,	Part 2
Grade 7	Level E,	Part 1
Grade 8	Level E,	Part 2

Schools which are multi-aged could use or adapt the following format:

Early Childhood/ Kindergarten		Level A				
Grades 1-2	Year I:	Level B,	Part 1	Year II:	Level B,	Part 2
Grades 3-4	Year I:	Level C,	Part 1	Year II:	Level C,	Part 2
Grades 5-6	Year I:	Level D,	Part 1	Year ii:	Level D,	Part 2
Grades 7-8	Year I:	Level E,	Part 1	Year II:	Level E,	Part 2

Topic

This identifies the topic to which the lesson belongs. Each topic will have from one to three lessons at a given time. Some topics occur every year (e.g., friendship, family, self-safety). Others occur every other year once they begin (e.g., stress management, time management).

Student Objectives

This section identifies the specific objectives for each lesson, i.e., what is the student to know, do, or be like at the end of the lesson. The number of the objective refers to the listing in the total scope and sequence chart found in Volume 1.

Lesson Overview

This paragraph gives a short summary of student activities and experiences during the lesson. It can give teachers a basis for judging whether this lesson is appropriate for their particular students this year.

Reading through the overviews of each lesson in sequence will give the user a feel for the total content of a year's work. Reading the lesson overviews of other levels will give the user a feel for the development of the various topics. The lesson overview also will help the teacher review content of lessons he or she has previously taught.

Basic Information/Vocabulary

The basic information portion gives the teacher information or viewpoints helpful for putting together the total lesson. It may alert the teacher to watch for specific student responses, remind the teacher to check specific local resources, give helpful factual background information, or relate this lesson to the student's developmental stage.

The vocabulary section will need to be adjusted by individual teachers, as needed for their students. Some students will have no need to have the words explained, others will have to have words explained which have not been identified.

Suggested Materials

Any materials used in the lesson are identified in this section. Handouts and attachments are included with many of the lessons. Handouts (numbered in consecutive order within each level) are intended to be duplicated and distributed to students for use during the lesson. Attachments (lettered alphabetically within each level) are intended for teacher use or for use by one or two students. Other items will be everyday school materials. In a few cases, a literature story is suggested. When this is true, one suggestion is given with a couple of alternatives also listed in case the first choice is not available or is not appropriate at this time for the students.

Teaching/Learning Activities

The **"Teacher's Role"** is designed to assist the teacher stay constantly aware of his or her role as a teacher of guidance. This role is to be a facilitator, assistant or guide, and sometimes an "input" person. Although input is necessary, it is more important for the teacher to establish a setting in which students experience a situation, process the knowledge, feelings and attitudes involved and choose growth as a result.

The **"Activity/Experience"** gives the students a common experience which provides the basis for accomplishing the objectives. The activity/experience establishes the framework for the message and content of the lesson.

"Processing the Experience" is divided into two parts, Content and Personalization. The Content Questions assist students to verbalize and clarify what they have learned in regard to the objectives. The Personalization Questions help students apply the lesson to their personal lives. These latter questions can be used in a variety of ways: quiet reflection, class discussion, journaling and others. It is important that the individual teacher decide for his or her class which method is best. For some classes, students would be psychologically safe enough to share very openly with their peers on personal applications. Other groups would be very uncomfortable with this type of sharing, and therefore journaling might be better. For some, writing may not enhance the application, and quiet reflection might be appropriate. In addition to variances in classes and groups, there also will be variances according to topic and students' experience with the topic. In planning the lesson, the teacher needs to decide which method of using this portion of the lesson best meets the needs of his or her students at this time.

The teacher also needs to think ahead and be prepared with responses for possible student comments and questions. Although teachers will not be able to predict all responses from students, they will be able to foresee many of them and need to think through, before class, how to respond.

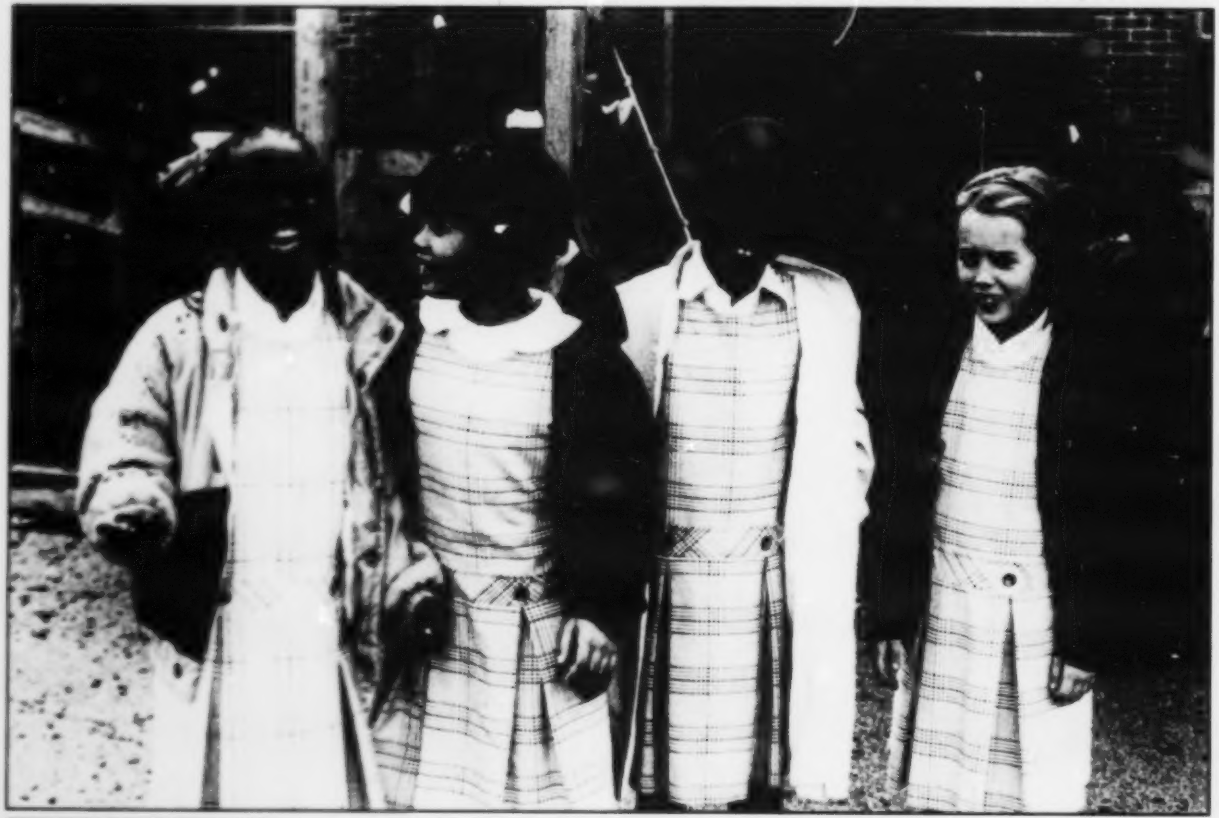
"Closure" helps students bring together the experience and application of that experience. At times it ends with the end of the class; at other times it may carry over into an action or reflection during the coming days.

Possible Extension Activities

These are included for some lessons to broaden the learning and application. Some could be used in another class on the same topic, while others may be independent applications or connections.

It is vital that, as teachers plan to use the lessons in *Faith, Family and Friends*, they use their own creativity to assure that the students can accomplish the objectives. Teacher creativity and adaptation are essential if students' needs are to be met.

Students of Annunciation School in Washington, D.C. Photo by Beatriz Ruiz.



Scope and Sequence

Chart of Student Objectives

Notes: 1. Levels denote particular grade levels as follows:

Level A .... Early Childhood/Kindergarten
Level B .... Grades 1 and 2 (PART 1/PART 2)
Level C .... Grades 3 and 4 (PART 1/PART 2)
Level D .... Grades 5 and 6 (PART 1/PART 2)
Level E .... Grades 7 and 8 (PART 1/PART 2)

2. A (✓) indicates a lesson in which an objective is taught directly; maintenance and review are not listed.

Student Objectives	LEVEL								
	A	B		C		D		E	
		1	2	1	2	1	2	1	2
UNDERSTANDING SELF AND OTHERS *The students will:*									
1. Demonstrate age appropriate self discipline	✓	✓		✓		✓		✓	
2. Demonstrate knowledge of personal characteristics which make a person an individual	✓								
3. Identify that each person has special gifts and talents	✓								
4. Identify and share their feelings	✓	✓				✓			
5. Understand that each person is a loved and loving person	✓	✓				✓		✓	
6. Verify that their growing is helped by others	✓	✓				✓			
7. Articulate their feelings about growing	✓	✓		✓		✓			
8. Identify and share feelings about their own strengths and limitations				✓		✓		✓	
9. Accept compliments and defeat with humility				✓		✓		✓	
10. Use self-talk as an aid to personal strength and self-improvement				✓		✓		✓	
11. Describe self as a unique reflection of God						✓		✓	
12. Verify that the worth of the person does not just come from the physical						✓		✓	
13. Verify that self-acceptance depends on an understanding of personal gifts and talents								✓	
14. Identify and assess their interests								✓	
15. Verify that a negative attitude toward others is often harmful to the individual								✓	

Student Objectives	LEVEL								
	A	B		C		D		E	
		1	2	1	2	1	2	1	2
COURTESY AND RESPECT FOR OTHERS *The students will:*									
16. Use appropriate expressions, e.g., thank you, excuse me, I'm sorry, pardon me, etc.	✓								
17. Wait for their turn	✓								
18. Share material with peers	✓								
19. Explain reasons for having and following lunchroom, playground, assembly, church and classroom rules	✓	✓	✓	✓		✓			
20. Recognize through words and actions the presence of Christ in each one of us	✓	✓	✓	✓		✓		✓	
21. Include peers in games, activities, playtime	✓	✓	✓						
22. Respect others by working so as not to disturb them	✓	✓	✓						
23. Defend the role of people in authority, for example, principal, police, crossing guards, monitors, parents, clergy, teachers, government officials	✓	✓	✓						
24. Treat and respect peers as they would want to be treated and respected				✓					
25. Use courtesy in greeting elders, holding doors, talking to adults they know, giving precedence to others, etc.				✓					
26. Identify the effect that sarcasm, joking and teasing have on others				✓					
27. Express appreciation for pastors and school community						✓			
28. Show respect for those in authority and recognize they may disagree with them at times						✓		✓	
29. Share the responsibility for maintaining and improving school property						✓			
30. Model courtesy for younger students						✓			
31. Be aware of the needs of younger students						✓			
32. Show appreciation for the accomplishments of the elderly						✓			
33. Identify the problems of the aging						✓			
34. Show patience with behaviors of the elderly								✓	
35. Provide service to the parish and community								✓	
COMMUNICATION *The students will:*									
36. Describe appropriate times to speak for oneself and on behalf of others			✓		✓				
37. Classify what should and should not be repeated			✓						
38. Explain the importance of listening to peers			✓						

Student Objectives	LEVEL A	LEVEL B		LEVEL C		LEVEL D		LEVEL E	
		1	2	1	2	1	2	1	2
COMMUNICATION *(continued)*									
39. Discuss the use of appropriate and inappropriate words			✓						
40. Realize the impact of actions, as well as words					✓				
41. Differentiate between formal and informal language and describe when to use each					✓				
42. Discuss motives for telling on another person					✓				
43. Attend to others while they are speaking					✓				
44. Categorize verbal and nonverbal language as appropriate or inappropriate							✓		
45. Assess issues which may require a person to verbalize agreement or disagreement							✓		
46. Have the courage to report to appropriate authorities when there is an infraction of a rule or when others are being hurt							✓		✓
47. Verify that they are responsible for their body language, as well as their oral language									✓
48. Have the courage to verbalize issues of importance									✓
FRIENDSHIP *The students will:*									
49. Discover that sharing work, play and other things can lead to friendship	✓	✓							
50. Describe the qualities of Christian friendship	✓	✓		✓	✓				
51. Show appreciation to peers and friends	✓	✓							
52. Treat others respectfully	✓		✓	✓					
53. Verify that friends help people grow	✓		✓						
54. Describe how a variety of friends can help us grow in different ways	✓		✓		✓				
55. Describe friendship as a gift which cannot be demanded					✓	✓			✓
56. Describe different kinds of friendship					✓	✓	✓		✓
57. Explore the importance of associating with people who have good values				✓		✓			✓
58. Explain how friendship is a two-way relationship				✓		✓		✓	
59. Distinguish between close friends and exclusive relationships (cliques)				✓		✓	✓	✓	
60. Identify the ingredients necessary to build a good relationship (honesty, responsibility, etc.)						✓	✓	✓	✓
61. Examine the power of peer pressure and its effects on their personal development							✓	✓	

Student Objectives	LEVEL								
	A	B		C		D		E	
		1	2	1	2	1	2	1	2
FRIENDSHIP *(continued)*									
62. Understand that love relationships need not be physically sexual								✓	✓
63. Verify that not all friendships are permanent or exclusive								✓	✓
FAMILY *The students will:*									
64. Discuss that God cares about all families	✓								
65. Identify the members of their families	✓								
66. Discuss the importance of each member of the family	✓								
67. Explain how family members care for one another	✓								
68. Identify family celebrations, special occasions		✓	✓						
69. Tell their parents or guardians they love them	✓	✓	✓						
70. Explain that adults in some families consist of: mother and father, a mother only, a father only, grandparents, or step-parents	✓	✓	✓						
71. Discuss the observance of family rules and customs				✓		✓			
72. Discuss with parents or guardians what the adults' lives were like as children				✓	✓				
73. Describe some appropriate ways family conflicts are solved				✓	✓				
74. Describe how families experience relationship changes				✓					
75. Compare and contrast different family lifestyles					✓				
76. Recognize in today's society the increasing possibility of relocating a family					✓				
77. Understand that adoptive children become integral members of the family					✓				
78. Identify some of the values their families hold						✓	✓		
79. Appreciate personal family relationships	✓					✓	✓		
80. Show respect and compassion for peers who come from different family lifestyles						✓			
81. Develop a healthy approach to resolving a conflict in their family							✓		
82. Recognize the need for parents/guardians to work and therefore the need to accept greater responsibility							✓		
83. Discuss the value of being supportive of their family members during separation, divorce, remarriage, re-divorce							✓		
84. Support peers when problems result from different family lifestyles								✓	✓

Student Objectives	LEVEL								
	A	B		C		D		E	
		1	2	1	2	1	2	1	2
FAMILY *(continued)*									
85. Appreciate the efforts of parents and guardians who are trying to maintain the relationship with the child in the new family situation								✓	✓
86. Describe how one's model of parenting may be influenced by one's own experiences								✓	✓
87. Recognize that some people will choose to make their family in a religious community or as an ordained minister								✓	✓
88. Demonstrate ways to initiate family dialogue								✓	
89. Seek and value the advice of parents								✓	✓
90. Participate in the creation of family rules									✓
MORAL DECISION-MAKING									
The students will:									
91. Discuss the differences between what are right or wrong things to do in a given situation	✓								
92. Explain how others can help us to be better people	✓								
93. Identify the number of decisions they make		✓							
94. Verify the inevitability of making choices in life		✓							
95. Explain how each decision has consequences		✓							
96. Practice making decisions in a school setting		✓							
97. Describe how one's knowledge of God and church teachings helps us to make good decisions			✓						✓
98. Explain the role of prayer/reflection in moral decision-making		✓			✓		✓		✓
99. Learn the steps in moral decision-making					✓				
100. Practice using the steps in making moral decisions					✓		✓		✓
101. Verbalize values that affect their choices					✓				✓
102. Increase awareness of the consequences of decisions, especially how they affect others					✓		✓		
103. Consider probable positive and negative effects of their decisions					✓				
104. Explore the need to recognize and own one's choices in order to be a responsible Christian					✓				✓
105. Explain the role of conscience formation in making moral decisions					✓		✓		✓
106. Identify a Christian response to a given situation and verbalize reasons for the choice							✓		
107. Consider who or what influences their decisions							✓		

Student Objectives	LEVEL								
	A	B		C		D		E	
		1	2	1	2	1	2	1	2
MORAL DECISION-MAKING *(continued)*									
108. Recognize peer pressure in their lives							✓		
109. Discuss the need for courage and fortitude in making moral decisions							✓		✓
110. Practice group decision-making							✓		
111. Outline how moral development is based on a hierarchy of motivation									✓
112. Discuss the relationship between law and morality (civil disobedience, legal but immoral actions)									✓
113. Identify basic moral principles									✓
114. Apply moral principles to given situations (cheating, etc.)									✓
115. Practice making group and individual decisions in situations which have long-range consequences									✓
116. Apply moral principles to global issues									✓
STRESS MANAGEMENT *The students will:*									
117. Discuss the need for time for relaxation	✓								
118. Experience moments of relaxation	✓					✓			
119. Discover how quiet activities can enrich our lives, e.g., listen to music, read, listen to a story, etc.	✓								
120. Recognize those things which can cause stress in their lives				✓		✓			
121. Identify the role that stress plays in everyone's life				✓				✓	
122. Develop various relaxation techniques				✓					
123. Develop the means of dealing with stress, e.g., exercise, good nutrition, dialogue, prayer, meditation				✓		✓		✓	
124. Practice using positive self talk in dealing with stress						✓		✓	
125. Identify how being a person of faith can help one deal with stress						✓		✓	
126. Recognize the need to put things in perspective								✓	
TIME MANAGEMENT *The students will:*									
127. Distinguish between what must be done and/or what is fun to do				✓					
128. Create a daily schedule				✓					
129. Have the self-motivation to initiate a learning activity when required activities are completed				✓		✓			

Student Objectives	LEVEL								
	A	B		C		D		E	
		1	2	1	2	1	2	1	2
TIME MANAGEMENT *(continued)*									
130. Explore different leisure time activities, e.g., hobbies, crafts, arts, recreation				✓					
131. Distinguish between obligations and leisure time						✓			
132. Create a weekly schedule						✓			
133. Pursue different leisure time activities						✓			
134. Place in a hierarchy activities related to family, school, recreation, socialization and religion								✓	
135. Create a monthly schedule								✓	
SELF-SAFETY *The students will:*									
136. Learn that each person's body is a temple of the Holy Spirit	✓				✓				
137. Discuss that they have parts of their bodies that are considered private and to respect these in self and others	✓	✓	✓	✓	✓	✓	✓		
138. Learn that all children are persons of worth and their bodies belong to them	✓	✓	✓		✓				
139. Describe the differences between good touch and bad touch	✓	✓	✓	✓					
140. Decide that it is all right to say no	✓		✓						
141. Discuss who to go to for help if they are abused	✓	✓	✓	✓	✓				
142. Realize that they are loved persons who are deserving of respect	✓	✓	✓	✓	✓	✓	✓	✓	
143. Describe verbal abuse and distinguish it from correction		✓						✓	✓
144. Verify that most correction and punishment is not abuse		✓	✓	✓	✓			✓	
145. Explain the importance of reporting abuse until they are believed (for self and others)		✓	✓	✓	✓		✓	✓	✓
146. Define physical abuse and how they can deal with it				✓	✓			✓	✓
147. Explain strategies to protect oneself		✓		✓	✓			✓	
148. Define emotional abuse and name concrete courses of action to take if they experience it						✓	✓	✓	✓
149. Describe strategies to get out of abusive or potentially abusive situations						✓	✓	✓	✓
150. Explain the consequences of false reporting of abuse							✓	✓	✓
151. Understand that people who are abused often become abusive							✓	✓	✓
152. Describe sexual abuse and learn ways to deal with it								✓	✓

Student Objectives	LEVEL								
	A	B		C		D		E	
		1	2	1	2	1	2	1	2
SELF-DIRECTION AND RESPONSIBILITY *The students will:*									
153. Practice independent self-care skills	✓					✓			
154. Be responsible for the materials they use	✓					✓			
155. Experience making choices of activities	✓								
156. Experience rules and expectations at school and consequences which follow	✓								
157. Take responsibility for completing school work and using time well		✓	✓	✓					
158. Accept responsibility for doing their own work in order to learn		✓	✓		✓				
159. Recognize that learning and satisfying curiosity are a benefit to the individual and the group		✓	✓						
160. Experience being part of a team to accomplish a task		✓	✓						
161. Discuss the role of motivation in achieving goals				✓	✓				
162. Set self improvement goals and develop and follow a plan to accomplish them				✓	✓	✓			
163. Accept responsibility for their part of a group project (accountability)				✓	✓		✓	✓	✓
164. Explore various career opportunities, current and future, including ministry in the church						✓	✓		✓
165. Explore the relationship between schooling and career choices						✓	✓	✓	
166. Identify their own talents, abilities and interests						✓	✓		
167. Discuss the value of using talents, abilities, interests for the benefit of self and others							✓		✓
168. Explain the importance of being of service to others without reward							✓	✓	✓
169. Discuss the need for deriving satisfaction from work								✓	✓
170. Discuss the dignity of human beings and the inherent value of all work								✓	✓
171. Identify the relationship of achievable goals to self knowledge and self esteem									✓
SUBSTANCE ABUSE AWARENESS *The students will:*									
172. Describe the possible dangers of ordinary household substances	✓	✓							
173. Explain the safety rules about ordinary household substances	✓								

Student Objectives	LEVEL								
	A	B		C		D		E	
		1	2	1	2	1	2	1	2
SUBSTANCE ABUSE AWARENESS *(continued)*									
174. Identify and evaluate safe and unsafe substances	✓								
175. Explore the consequences of excess	✓	✓	✓						
176. Explain the importance of telling someone in authority when they or another person is hurt	✓								
177. Identify and choose healthy ways of feeling good		✓	✓	✓					
178. Explore the effects of advertising on making choices		✓	✓			✓	✓		
179. Discuss the use and abuse of medicine		✓							
180. Identify the harmful effects of smoking or chewing tobacco			✓						
181. Discuss what a habit is and how it develops				✓					
182. Describe the serious health problems caused by smoking				✓					
183. Identify the acceptable and non-acceptable uses of alcohol				✓					
184. Identify the effects of using the drug alcohol				✓	✓				
185. Identify the effects of driving after drinking alcohol				✓	✓				
186. Recognize that members of a person's family are not perfect and will make mistakes				✓	✓				
187. Define and compare the difference between needs and wants					✓				
188. Explore the difficulties experienced in breaking habits					✓	✓	✓		
189. Describe the proper uses of prescription and nonprescription drugs					✓				
190. Develop a series of strategies to reject a drug, while maintaining status with their peer group						✓	✓	✓	✓
191. Identify the physical and behavior effects produced by nicotine, alcohol and other drugs on the brain and other body parts						✓	✓		
192. Identify that heredity has an influence on their own use of nicotine, alcohol and other drugs						✓	✓		
193. Identify that addiction is a disease and needs treatment like other diseases						✓	✓		
194. Identify that prolonged use of drugs will result in serious injury to their bodies and their offspring and can result in death								✓	✓
195. Identify appropriate support groups to use when they or a member of their family is/are involved in alcohol or drug abuse								✓	✓
196. Research how nicotine, alcohol and other drugs could affect a person by identifying at-risk populations and family roles								✓	

Student Objectives	LEVEL								
	A	B		C		D		E	
		1	2	1	2	1	2	1	2
SUBSTANCE ABUSE AWARENESS *(continued)*									
197. Gain more knowledge of the disease of alcoholism/ chemical dependency and its effects								✓	✓
198. Identify healthy and unhealthy peer groups								✓	✓
199. Make the moral choice to remain free of unhealthy groups								✓	✓
200. Identify and explore the personal, family and community attitude toward smoking, the use of alcohol and other dangerous drugs									✓
201. Research the laws of the state regarding the legal age for drinking, the ramifications of excessive use of alcohol and the use of illegal drugs									✓
202. Identify the moral implications of encouraging another person to use cigarettes, alcohol and other drugs									✓
203. Determine that the need a person has for an addictive substance leads to an increased need for it, with a variety of consequences								✓	✓
DESCRIBING AND EXPRESSING FEELINGS *The students will:*									
204. Identify and express positive and negative feelings	✓								
205. Explain that all people have a variety of feelings, both pleasant and unpleasant	✓		✓				✓		
206. Share their feelings with others in appropriate ways	✓								
207. Know they are a loved and loving person			✓		✓		✓		✓
208. Practice appropriate ways to share their feelings with their parents and other adults			✓						
209. Identify that behavior affects feelings and feelings affect behavior			✓		✓				
210. Name some of the effects their behavior has on them and others					✓				
211. Own their own feelings					✓		✓		
212. Decide that they can make choices about the ways they respond to their own feelings and those of others					✓		✓		
213. Appraise the importance of being true to their own feelings							✓		✓
214. Evaluate the importance of responding to others' needs when their needs conflict							✓		✓
215. Practice ways of coping with and sharing feelings							✓		
216. Accept responsibility for the expression of their feelings									✓
217. Identify the effect of fluctuating feelings on basic relationships with parents, family, friends									✓

Student Objectives	**LEVEL**								
	A	**B**		**C**		**D**		**E**	
		1	2	1	2	1	2	1	2
CONFLICT RESOLUTION *The students will:*									
218. Explain that God wants us to be friends with all	✓	✓							
219. Identify examples of conflict in their own lives	✓	✓				✓			
220. Explain the value of respecting the needs and feelings of others	✓	✓		✓		✓			
221. Discuss steps of peacemaking (conflict resolution) and practice the process in daily situations	✓	✓				✓			
222. Practice different ways of resolving conflict (compromise, consensus, mediation)	✓			✓		✓			
223. Practice using prayer and reflection in handling conflicts	✓	✓		✓		✓		✓	
224. Defend the value of peacemaking		✓				✓			
225. Be open to the perspective of others in conflict situations		✓					✓	✓	
226. Identify those aspects of conflicts which they can and cannot control		✓		✓			✓	✓	
227. Practice a group process for resolving conflict		✓		✓			✓	✓	
228. Identify when it is important to stand up for one's beliefs and values				✓			✓	✓	
229. Explain the importance of handling personal conflict without involving extraneous people				✓			✓	✓	
230. Identify and practice ways to handle an unresolved conflict				✓			✓	✓	
231. Identify situations which may lead to conflict and how to improve them						✓		✓	
232. Explain the role of trust and misplaced trust in conflict resolution						✓		✓	
233. Identify how emotions affect conflict and explain how to deal with them						✓		✓	
234. Discuss how facing conflicts can contribute to personal growth							✓	✓	
235. Identify internal conflicts and practice a process for addressing them							✓	✓	
236. Distinguish between subjectivity and objectivity in evaluating the issues in a conflict								✓	
CULTURAL SIMILARITIES AND DIFFERENCES *The students will:*									
237. Experience a variety of cultures through music, art, food	✓	✓							
238. Explain that they are all children of God who are alike and different	✓	✓							

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Student Objectives	LEVEL								
	A	B		C		D		E	
		1	2	1	2	1	2	1	2
CULTURAL SIMILARITIES AND DIFFERENCES *(continued)*									
239. Verify that people are not all alike and differences can be good	✓	✓							
240. Experience and learn from persons with disabilities in order to appreciate them and their gifts	✓	✓		✓					
241. Define prejudice and identify that it is shown in many ways				✓		✓			
242. Identify the ways that individuals differ in family traditions and culture				✓					
243. Discuss the similarities and differences of other people and how their lives are enriched by them				✓		✓		✓	
244. Explore reasons for homelessness				✓					
245. Discuss various forms of subcultures and class distinctions in the United States						✓			
246. Identify the role of speech patterns in reflecting cultural background						✓			
247. Define stereotyping and discuss examples of it						✓			
248. Define racism and sexism and identify examples for each						✓			
249. Describe their responsibility to the homeless						✓			
250. Defend the dignity of all people						✓			
251. Grow in awareness and understanding of being prejudiced								✓	
252. Explain how cultural differences may lead to conflict								✓	
253. Identify a speaker's underlying attitudes and form a tentative hypothesis about how prejudice affects behavior								✓	
LOSS *The students will:*									
254. Experience the life cycle of the plant	✓								
255. Discuss that birth, growth and death are part of every life (plants, animals, persons)	✓		✓						
256. Discuss experiences of loss (moving from friends, death of a pet or loss of a treasured object)			✓						
257. Describe how experiences of loss are common to everyone			✓						
258. Discuss the feelings people have when they experience a loss			✓						
259. Identify different kinds of loss experiences, such as death, divorce, separation, permanent injury, moving					✓				

	LEVEL								
Student Objectives	A	B		C		D		E	
		1	2	1	2	1	2	1	2
LOSS ***(continued)***									
260. Explore ways in which people deal with loss (feelings and actions)					✓				
261. Talk about what people do when someone dies, including the funeral rites of the Catholic Church					✓				✓
262. Realize the finality and inevitability of death as a part of all life cycles							✓		
263. Describe the stages of the grieving process							✓		✓
264. Know and review basic Catholic beliefs about death and afterlife							✓		
265. Discuss ways of supporting those who are grieving							✓		
266. Explore the ways in which life is affected by terminal illnesses									✓
267. Identify the moral issues surrounding death and church teachings on euthanasia, living wills, suicide, life support systems, etc.									✓
268. Identify the signs which may precede suicide and what action to take (check this one with an expert)									✓
INDIVIDUAL DIFFERENCES *The students will:*									
269. Identify ways in which they are special and unique, as created by God	✓		✓						
270. Tell how differences are good	✓		✓						
271. Describe how each person may react differently to the same situation	✓		✓		✓				
272. Describe differences in physical attributes, such as size, weight, limitations			✓		✓				
273. Explain how some people stereotype what boys and girls can do			✓		✓				
274. Explain that there are stages in the growth process					✓				
275. Explain that people go through these stages at different rates					✓				
276. Explain that God gives everyone what they need to become the best people they can be					✓				
277. Describe effects that physical and emotional growth have upon attitudes, behavior and interpersonal relationships							✓		✓
278. Identify physical, mental, emotional and spiritual stages and describe their stage at the present							✓		✓
279. Increase awareness of their individual strengths and limitations							✓		

Student Objectives	LEVEL								
	A	B		C		D		E	
		1	2	1	2	1	2	1	2
INDIVIDUAL DIFFERENCES ***(continued)***									
280. Identify differences in learning styles and abilities							✓		
281. Accept their differences and limitations							✓		
282. Capitalize on both their masculine and feminine traits							✓		
283. Be comfortable with their introverted or extroverted personality and try to improve the downsides of that personality							✓		
CHRISTIAN SEXUALITY *The students will:*									
284. Appreciate the human body as part of God's creation	✓	✓		✓	✓	✓	✓	✓	✓
285. Be aware of body image (size, weight, etc.)	✓								
286. Be aware of differences in each other's bodies	✓								
287. Discuss how the body grows and develops	✓								
288. Discuss the role of parents		✓							
289. Discuss that babies are born of a loving and sharing married couple		✓	✓				✓		
290. Discuss that passing on life is part of God's plan		✓	✓	✓			✓		
291. Demonstrate respect for their own bodies and those of others		✓	✓	✓	✓	✓		✓	✓
292. Demonstrate that one has respect for life		✓	✓	✓	✓	✓		✓	✓
293. Develop skills to integrate their developing sexuality into their personal and interpersonal lives				✓	✓	✓	✓	✓	
294. Discuss the sacrament of Marriage as the beginning of a new family unit					✓		✓		
295. Value the sacredness of the human body						✓			
296. Perceive chastity as a positive virtue, aiding personal and interpersonal growth						✓	✓	✓	✓
297. Discuss the development of human sexuality from the point of infancy to young adulthood						✓			
298. Describe and accept the rapid physical, psycho-emotional and intellectual changes accompanying puberty as positive signs of their own growth						✓	✓		
299. Appreciate the need to express openly and honestly questions relating to their developing sexuality						✓	✓	✓	✓
300. Understand a person's need to receive love and share it with others						✓	✓		
301. Distinguish the relative importance of the different bases of love, as well as commitment, fidelity, respect and emotional and physical reaction						✓	✓		

Student Objectives	LEVEL								
	A	B		C		D		E	
		1	2	1	2	1	2	1	2
CHRISTIAN SEXUALITY ***(continued)***									
302. Analyze the importance of signs, touch and words in expressing love						✓	✓		
303. Appreciate Christ as a role model—a person who related as a sexual being, but not in a way that involved genital activity						✓	✓		
304. Utilize opportunity for healthy and balanced interaction with the opposite sex						✓	✓		
305. Appreciate that this God-given sexuality enables them to make a fuller personal response						✓	✓		
306. Discuss the various functions of the body							✓	✓	✓
307. Learn about the act of reproduction in humans							✓	✓	✓
308. Describe how physical differences between man and woman are complementary in sexual intercourse							✓		✓
309. Relate personal understanding to church's teaching about life and procreation							✓	✓	✓
310. Consider the possibility of forming their own family in the future							✓		
311. Learn how to deal with psychosexual changes, such as masturbation, wet dreams, sexual impulses, etc., without guilt								✓	✓
312. Examine some of the issues involved in premarital sexual activity								✓	✓
313. Relate church's teaching on artificial contraception								✓	
314. Learn that natural family planning is a church-approved way of practicing birth control									✓
AIDS *The students will:*									
315. Understand that God created and loves all people: girls/boys, men/women, sick/well, etc.	✓			✓					
316. Share from experience what it means to feel well and to feel sick	✓			✓					
317. Describe personal experiences with physical signs of affection and affirmation	✓								
318. List ways in which they can help others who are sick		✓							
319. Identify ideas for playtime at school and at home as either "safe" or "dangerous"		✓							
320. Name significant adults with whom they can share secrets and important information		✓		✓					
321. Demonstrate an understanding of life as a gift and identify the responsibilities that result from that gift			✓						

Student Objectives	LEVEL								
	A	B		C		D		E	
		1	2	1	2	1	2	1	2
AIDS (continued)									
322. Explain in simple terms the meaning of the word "contagious"			✓	✓					
323. Test criteria for evaluating behavior as good/bad, safe/dangerous, kind/selfish			✓						
324. Develop a sense of moral responsibility for their own actions				✓					
325. Perceive themselves as good persons and children of God who are capable of making good choices				✓					
326. Clarify that the AIDS virus—though communicable—is not caught through students' everyday activities or casual contact				✓					✓
327. Replace myths about AIDS with facts				✓					
328. List and explain specific rules and laws that promote health, safety and wellness				✓					
329. Give examples of refusal skills that can be used to say "no" to any risk behaviors				✓		✓			
330. Explain basic safety precautions related to emergency procedures				✓			✓		
331. Understand and appreciate the importance of loving unselfishly and responsibly					✓		✓		✓
332. Name three ways in which children can get the AIDS virus					✓				
333. Articulate the morality of drug abuse and the risks involved in any use of unsterilized needles					✓	✓			✓
334. Suggest ways to deal with peer pressure					✓	✓	✓		
335. Identify with Jesus' compassion toward the sick as they express compassion toward persons with AIDS and other serious illnesses						✓			
336. Describe the body's immune system and its destruction by the AIDS virus (HIV)						✓		✓	
337. Demonstrate an appreciation of God's unconditional love and relate that understanding to their own treatment of persons with AIDS and other serious illnesses							✓		
338. Understand and appreciate that sexual activity and sexual intercourse have meaning and purpose only within a marriage commitment							✓		✓
339. Define homosexuality and related church teaching							✓		✓
340. Identify four ways the AIDS virus (HIV) is transmitted and prevented							✓	✓	✓
341. Discuss Christian response and health hazards related to any experimentation with sex or drugs							✓		
342. Describe in accurate and sensitive terms what it is like to have AIDS								✓	

Student Objectives	LEVEL								
	A	B		C		D		E	
		1	2	1	2	1	2	1	2
AIDS (continued)									
343. Reflect on the pain of persons who have the AIDS virus and on the trauma experienced by their families								✓	
344. Respond to any prejudice or alienation shown to persons with the AIDS virus, with a sense of conviction and compassion								✓	
345. Learn about testing for HIV infection								✓	
346. Define and explain Human Immunodeficiency Virus (HIV)								✓	
347. Explain the potential stages of HIV infection								✓	✓
348. Identify the signs and symptoms of HIV infection								✓	✓
349. State that AIDS is technically not a specific disease, but a syndrome or condition caused by HIV infection								✓	
350. Realize that every person has the right to care, comfort and consolation when living or dying with AIDS									✓
351. Recognize the responsibility of the living to care respectfully for the remains of the dead									✓
352. Explain the morality and risk of HIV infection involved in sexual intercourse outside of faithful marriage									✓
353. Explain the morality and unadvertised risk of AIDS involved in using condoms									✓
354. Explain the remote risk involved in transfusion with infected blood or blood products									✓
355. Explain the risk to the unborn child of an infected mother									✓

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FAITH, FAMILY *and* FRIENDS

Catholic
Elementary
School
Guidance
Program

VOLUME

2

LEVEL A

Suggested
For Early
Childhood and
Kindergarten

National Catholic
Educational Association

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FAITH, FAMILY and FRIENDS

Catholic Elementary School Guidance Program

Volume 2
LEVEL A

Suggested for Early Childhood/Kindergarten

By Barbara Campbell, SSJ

National Catholic Educational Association
Washington, D.C.

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Foreword

Doctor, encourager, comforter, social worker and counselor are among the many roles of teachers today. These are the expanded roles of teachers, in addition to that of academic instructor. The National Catholic Educational Association, in response to the demands on the teacher in these expanded roles, offers this elementary guidance curriculum. *Faith, Family and Friends,* a Catholic elementary school guidance program, is a support and guide for the classroom teacher.

This project, sponsored by the Supervision, Personnel and Curriculum section of the Chief Administrators of Catholic Education Department, with the assistance of the Department of Elementary Schools, began in the summer of 1990. Representatives from each of these departments designated topics, designed a format and selected qualified writers. The fruit of their dreaming and planning, with support from the Michael McGivney Fund, is this six-volume guidance program which extends from early childhood through eighth grade. *Faith, Family and Friends* is a resource that assists teachers to provide a warm, nurturing learning environment for the healthy development of children who bring Christ into the world.

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Preface

The Religious Dimension of Education in a Catholic School states that the Catholic school "must help each of the students to actually become the 'new creature' that each one is potentially, and at the same time prepare them for the responsibility of an adult member of society" (#100). ***Faith, Family and Friends,*** a Catholic elementary school guidance program, aids the teacher in accomplishing this for students from early childhood through grade eight. The program is infused with gospel values and sound human development principles presented in a spiral approach.

We owe a great deal to the many educators who contributed to this program, which allows teachers to pull together the many aspects of classroom guidance which they are asked to address with their students. ***Faith, Family and Friends*** provides a foundation to help many students in Catholic elementary schools become fully alive.

Sister Mary Leanne Welch, PBVM
Editor

Acknowledgments

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Introduction

Faith, Family and Friends is intended to be used by classroom teachers in Catholic schools. The role of the teacher is to enable students to "freely and responsibly respond to God's call to choose life."

The series consists of six volumes:

Volume 1	Program Manual
Volume 2	Level A Early Childhood/ Kindergarten
Volume 3	Level B, Parts 1 and 2 Grades 1 and 2
Volume 4	Level C, Parts 1 and 2 Grades 3 and 4
Volume 5	Level D, Parts 1 and 2 Grades 5 and 6
Volume 6	Level E, Parts 1 and 2 Grades 7 and 8

Eighteen strands, or topics, are included in the series:

- Understanding Self and Others
- Courtesy and Respect for Others
- Communication
- Friendship
- Family
- Moral Decision-Making
- Stress Management
- Time Management
- Self-Safety
- Self-Direction and Responsibility
- Substance Abuse Awareness
- Describing and Expressing Feelings
- Conflict Resolution
- Cultural Similarities and Differences
- Loss
- Individual Differences
- Christian Sexuality
- HIV/AIDS

This manual, Volume 2, contains materials needed to teach Level A. It is intended for Early Childhood and Kindergarten.

A review of the literature relative to the classroom teacher's role in a developmental guidance program finds general agreement that teachers have an important function. (See "Resources" on page 2.) The nature of the teacher's function involves creating a student-centered classroom climate, knowing and communicating with students individually, being accepting and challenging, leading guidance activities, providing information and consulting with other personnel.

Competencies required for guidance teachers are considered under three headings: attitudes, skills and concepts. Authors give the strongest emphasis to the teacher's personal qualities and attitudes as prerequisites for fostering student affective growth. Teachers who are self-aware and self-confident and who can establish a genuine, warm relationship with students, expressing interest, empathy, acceptance and positive regard, are considered more likely to be effective guidance teachers.

Concepts important for guidance teachers include an understanding of: normal development, group dynamics, individual needs, self-esteem, indicators of distress and an overview of affective education concepts.

Skills identified as essential for guidance teachers include: communication, classroom management, crisis intervention and skills that foster self-esteem, self-control and student independence by teaching problem-solving skills and decision-making skills.

The attitudes, concepts and skills stated above describe the competencies necessary for a guidance teacher. They also describe the competencies necessary for a classroom teacher. This supports the premise that the classroom teacher is the one to teach developmental guidance. It is the classroom teacher who has the most opportunity to establish a value-based, psychologically safe environment in which young people can interact in a manner conducive to their

growth as mature Christians who will assist with the transformation of the world. It is the classroom teacher who has the constant contact with students which can promote bonding among students and between teacher and students.

It is the classroom teacher who can integrate

— values and guidance,
— student interactions between classes and guidance,
— guidance applications in other disciplines and
— other disciplines in guidance

and thus enhance the growth of the total person.

To do this, it is vital that guidance teachers be prepared for each lesson. They not only need to study the suggested procedures and adapt them to their students, but also must think ahead and be prepared with responses for possible student comments or questions. Although teachers will not be able to predict all responses from students, they will be able to foresee many of them and need to think through, before class, how they will respond.

Teachers also need to assure students that their responses will be handled confidentially, and students need to be taught and reminded to do the same.

Faith, Family and Friends expresses and fosters Christian values, yet in no way is it intended to replace religion class. Guidance class complements religion class and is intended to reach a range of topics and attitudes beyond those covered in the formative and informative aspects of religion class.

Using this program should not preclude using other materials as well. Supplementary materials can be used to expand or replace given lessons. It is important, however, to assure that students have exposure to all topics listed in the scope and sequence.

Two topics are included in this curriculum for which additional materials are necessary:

HIV/AIDS: Objectives are listed within the scope and sequence and referenced within each level. Teaching materials for these lessons are found in *AIDS: A Catholic Educational Approach to HIV*, NCEA, 1992.

Christian Sexuality: Objectives are listed within the scope and sequence and referenced within each level. Teaching materials for these lessons are to be chosen by the local school, according to the needs of its given clientele.

Resources

James W. Costar. *Focus on Improving Middle School Guidance Programs* (East Lansing, Mich.: Michigan Association of Middle School Educators, 1988).

Bonita Dahlhauser. "Developmental Guidance: Teacher Role and Competencies." Unpublished Research Paper, University of Northern Iowa, Cedar Falls, Iowa, 1985.

Robert D. Myrick, et al. *The Teacher-Advisor Program: An Innovative Approach to School Guidance* (Ann Arbor, Mich.: ERIC Clearing House on Counseling and Personnel Services, 1990).

Rosalyn Oratz, et al. *Guidance Every Day: A Helping Manual for Teachers of Grades 4-6* (Brooklyn, N.Y.: New York City Board of Education, 1986).

Philosophy

The basic mission of the Catholic school is the same as that of the church, to proclaim the good news of salvation brought into the world through Christ Jesus. That good news announces that every person is uniquely created by a loving God who sent Jesus to show how much that same God loves each person.

Therefore, each person is lovable and worthy of love and affection.

All people, as they grow and mature in love, need help in realizing their full potential as children of God. This elementary guidance program is one attempt to help children achieve maturity in their relationship with God, with self, with others and with all of creation. It is both developmental and preventative, and meant to be integrated within the total school program.

In *The Religious Dimension of Education in a Catholic School*, the church states that human development alone is not sufficient for happiness. Thus, Christian education does not aim for maturity without faith. Rather the principal aims of education within the church are:

> *. . . that as the baptized person is gradually introduced into a knowledge of the mystery of salvation, he or she may daily grow more conscious of the gift of faith which has been received . . . What characterizes a Catholic school, therefore, is that it guides students in such a way "that the development of each one's own personality will be matched by the growth of that new creation which he or she became by baptism." We need to think of Christian education as a movement or a growth process, directed toward an ideal goal which goes beyond the limitations of anything human. At the same time the process must be harmonious, so that Christian formation takes place within and in the course of human formation. The two are not separate and parallel paths; they are complementary forms of education which become one in the goals of the teacher and the willing reception of the students. The Gospel notes this harmonious growth in the child Jesus.*

The document goes on to emphasize the gradual development of every student, so that each may attain "an integral formation within a context that includes the Christian religious dimension and recognizes the help of grace." This formation will only happen if teachers "unite their educational efforts in the pursuit of a common goal. Sporadic, partial or uncoordinated efforts ...will interfere with rather than assist in the students' personal development" (#98-99).

In concert with the church's teaching, this guidance program is built on the following principles:

1. Through Baptism and the other sacraments, the young person has an intimate relationship with the loving God.
2. Like all Christians, the young person is called to respect life in all its forms.
3. Because of God's gift of freedom, the young person can grow responsibly into self-direction.
4. The Catholic school is concerned with facilitating, enabling and assisting young people to grow in their ability to freely and responsibly choose life and development.

Specifically, the school will help young people:

1. Know themselves better and positively accept who they are.
2. Form positive and enduring interpersonal relationships.
3. Improve their decision-making skills.
4. Use their abilities and skills for their own happiness and for the good of others.
5. Achieve self-direction and self-discipline according to their own maturity.
6. Begin to see life and learning as an interconnected whole, aimed at loving God and serving neighbor.

This guidance program presumes that many of the topics presented in the lesson plans also are covered using the same principles in other subject areas, specifically

religion, social studies, science and language arts. The program will be successful because of excellent teachers and because of school practices which reinforce its principles.

It also presumes that the Catholic school is a place of joy and enthusiasm, promise and hope, healing and forgiveness—all based on the love Jesus has shown to the church.

How to Use This Program

To assist teachers with their busy schedules, *Faith, Family and Friends* is designed to be flexible to meet each teacher's need. Three options for use are:

1. For those schools which have a regular guidance time in their schedule, lessons would be most appropriately used during that time frame. If there are two 30-to-45-minute time slots per week, most of the lessons could be used. If less time is allotted, teachers will need to do year-long planning to determine which lessons and topics they wish to include.
2. For those schools which do not have a regular time slot for guidance, lessons could be integrated into other subject areas and disciplines, e.g., use the lessons on friendship in language arts when stories or themes center on friendship; use substance abuse awareness lessons in science; use stress management in physical education, etc.
3. A third option would be a combination of the two mentioned above. If there is a regular guidance class, but it is limited in time (e.g., one 30-minute lesson per week), some lessons could be taught during that time frame, while the remaining ones could be integrated into subject areas or disciplines.

The sequence of lessons can be used as presented or can be rearranged according to local needs. Each topic stands independent of the others. Lessons may be extended or shortened depending on options a teacher chooses as well as the amount and degree of student response or interaction. In some cases, two days are suggested for one lesson in order to provide more activities before processing the experience.

The *Faith, Family and Friends* manual provides all the basic resources a teacher needs to implement the program. Each of the lessons follows the same format:

Topic

This identifies the topic to which the lesson belongs. Each topic will have from one to seven lessons at a given time. In some les-

This program is designed to be used in either a graded or multi-aged situation. Schools which are graded could use the following format:

Early Childhood/ Kindergarten	Level A	
Grade 1	Level B,	Part 1
Grade 2	Level B,	Part 2
Grade 3	Level C,	Part 1
Grade 4	Level C,	Part 2
Grade 5	Level D,	Part 1
Grade 6	Level D,	Part 2
Grade 7	Level E,	Part 1
Grade 8	Level E,	Part 2

Schools which are multi-aged could use or adapt the following format:

Early Childhood/ Kindergarten		Level A				
Grades 1-2	Year I:	Level B,	Part 1	Year II:	Level B,	Part 2
Grades 3-4	Year I:	Level C,	Part 1	Year II:	Level C,	Part 2
Grades 5-6	Year I:	Level D,	Part 1	Year II:	Level D,	Part 2
Grades 7-8	Year I:	Level E,	Part 1	Year II:	Level E,	Part 2

sons, Lesson 1 for example, objectives from more than one topic have been included in order to provide for better integration of concepts.

Student Objectives

This section identifies the specific objectives for each lesson, i.e., what is the student to know, do or be like at the end of the lesson. The number of the objective refers to the listing in the total scope and sequence chart found in Volume I.

Lesson Overview

This paragraph gives a short summary of student activities and experiences during the lesson. It can give teachers a basis for judging whether this lesson is appropriate for their particular students this year.

Reading through the overviews of each lesson in sequence will give the user a feel for the total content of a year's work. Reading the lesson overviews of other levels will give the user a feel for the development of the various topics. The lesson overview also will help the teacher review content of lessons he or she has previously taught.

Basic Information/Vocabulary

The basic information portion gives the teacher information or viewpoints helpful for putting together the total lesson. It may alert the teacher to watch for specific student responses, remind the teacher to check specific local resources, give helpful factual background information, or relate this lesson to the student's developmental stage.

The vocabulary section will need to be adjusted by individual teachers as needed for their students. Some students will have no need to have the words explained, others will have to have words explained which have not been identified. In lieu of this, words have been identified but each teacher will need to supply necessary definitions appropriate to his or her students.

Suggested Materials

Any materials used in the lesson are identified in this section. Handouts and attachments are included with many of the lessons. Handouts (numbered in consecutive order within each level) are intended to be duplicated and distributed to students for use during the lesson. Attachments (lettered alphabetically within each level) are intended for teacher use or for use by one or two students. Other items will be everyday school materials. Many times, literature books are suggested for lessons. These are listed in each lesson and a master list is provided in the "Resources" section, which follows the last lesson.

Teaching/Learning Activities

The **"TEACHER'S ROLE"** is designed to assist the teacher to stay constantly aware of his or her role as a teacher of guidance. This role is to be a facilitator, assistant or guide, and sometimes an "input" person. Although input is necessary, it is more important for the teacher to establish a setting in which students experience a situation, process the knowledge, feelings and attitudes involved and choose growth as a result.

The **"ACTIVITY/EXPERIENCE"** gives the students a common experience which provides the basis for accomplishing the objectives. The "Activity/Experience" establishes the framework for the message and content of the lesson.

"PROCESSING THE EXPERIENCE" is divided into two parts, Content and Personalization. The ***Content Questions*** assist students to verbalize and clarify what they have learned in regard to the objectives. The ***Personalization Questions*** help students apply the lesson to their personal lives. These latter questions can be used in a variety of ways: quiet reflection, class discussion, journaling and others. It is important that the individual teacher decide for his or her class which method is best. For some classes, students would be psychologically safe enough to share very openly with their peers on personal applications. Other groups would be very uncomfortable with this type of sharing, and therefore journaling might be better. For some, writing may not

enhance the application, and quiet reflection might be appropriate. In addition to variances in classes and groups, there also will be variances according to topic and students' experience with the topic. In planning the lesson, the teacher needs to decide which method of using this portion of the lesson best meets the needs of his or her students at this time.

The teacher also needs to think ahead and be prepared with responses for possible student comments and questions. Although teachers will not be able to predict all responses from students, they will be able to foresee many of them and need to think through, before class, how to respond.

"CLOSURE" helps students bring together the experience and application of that experience. At times it ends with the end of the class; at other times it may carry over into an action or reflection during the coming days.

Possible Extension Activities

These are included for some lessons to broaden the learning and application. Some could be used in another class on the same topic, while others may be independent applications or connections.

It is vital that, as teachers plan to use the lessons in *Faith, Family and Friends,* they use their own creativity to assure that the students can accomplish the objectives. Teacher creativity and adaptation are essential if students' needs are to be met.

– ■ –

Photo by Sister Loretta, Saint Mary's School, Potsdam, New York

Level A

Suggested for use with Early Childhood/Kindergarten

Objectives — Scope and Sequence

Lesson	Objective Number* and Objective
	* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual
	Understanding Self and Others
	The students will:
1	2. Demonstrate knowledge of personal characteristics which make a person an individual
	4. Identify and share their feelings
	5. Understand that each person is a loved and loving person
	269. Identify ways in which they are special and unique, as created by God
2	238. Explain that they are all children of God who are alike and different
	239. Verify that people are not all alike and differences can be good
	240. Experience and learn from persons with disabilities in order to appreciate them and their gifts
	270. Tell how differences are good
3	1. Demonstrate age-appropriate self-discipline
4	6. Verify that their growing is helped by others
	7. Articulate their feelings about growing
5	3. Identify that each person has special gifts and talents
6	3. Identify that each person has special gifts and talents
	Courtesy and Respect for Others
	The students will:
7	16. Use appropriate expressions, e.g., thank you, excuse me, I'm sorry, pardon me, etc.
8	17. Wait for their turn
	18. Share material with peers
	21. Include peers in games, activities, playtime
9	20. Recognize through words and actions the presence of Christ in each one of us
10	22. Respect others by working so as not to disturb them

Lesson	Objective Number* and Objective
11	19. Explain reasons for having and following lunchroom, playground, assembly, church and classroom rules
12	23. Defend the role of people in authority, for example, principal, police, crossing guards, monitors, parents, clergy, teachers, government officials

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Friendship

The students will:

13	50. Describe the qualities of Christian friendship
14-15	49. Discover that sharing work, play and other things can lead to friendship
16-17	54. Describe how a variety of friends can help us grow in different ways
18-19	51. Show appreciation to peers and friends 52. Treat others respectfully 53. Verify that friends help people grow

Family

The students will:

20	64. Discuss that God cares about all families
21-22	65. Identify the members of their families 66. Discuss the importance of each member of the family 69. Tell their parents or guardians they love them
23	70. Explain that adults in some families consist of: mother and father, a mother only, a father only, grandparents, or step-parents
24	67. Explain how family members care for one another 79. Appreciate personal family relationships

Christian Sexuality

The students will:

25	284. Appreciate the human body as part of God's creation
26	285. Be aware of body image (size, weight, etc.) 286. Be aware of differences in each other's bodies
27	287. Discuss how the body grows and develops

HIV/AIDS (Kindergarten)

The students will:

28	315. Understand that God created and loves all people: girls/boys, men/women, sick/well, etc.

Lesson	Objective Number* and Objective	
		* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual
29	316.	Share from experience what it means to feel well and to feel sick
30	317.	Describe personal experiences with physical signs of affection and affirmation
		Moral Decision-Making
		The students will:
31	91.	Discuss the differences between what are right or wrong things to do in a given situation
32	92.	Explain how others can help us to be better people
		Stress Management
		The students will:
33	117.	Discuss the need for time for relaxation
	118.	Experience moments of relaxation
	119.	Discover how quiet activities can enrich our lives, e.g., listen to music, read, listen to a story, etc.
		Self-Safety
		The students will:
34	136.	Learn that each person's body is a temple of the Holy Spirit
	137.	Discuss that they have parts of their bodies that are considered private and to respect these in self and others
	138.	Learn that all children are persons of worth and their bodies belong to them
35	138.	Learn that all children are persons of worth and their bodies belong to them
	139.	Describe the differences between good touch and bad touch
	140.	Decide that is it all right to say no
	141.	Discuss who to go to for help if they are abused
	142.	Realize that they are loved persons who are deserving of respect
		Self-Direction and Responsibility
		The students will:
36	153.	Practice independent self-care skills
37	154.	Be responsible for the materials they use
	155.	Experience making choices of activities
	156.	Experience rules and expectations at school and consequences which follow

Lesson	Objective Number* and Objective	
		Substance Abuse Awareness
		The students will:
38	172.	Describe the possible dangers of ordinary household substances
	173.	Explain the safety rules about ordinary household substances
	174.	Identify and evaluate safe and unsafe substances
39	175.	Explore the consequences of excess
	176.	Explain the importance of telling someone in authority when they or another person is hurt
		Describing and Expressing Feelings
		The students will:
40-41	204.	Identify and express positive and negative feelings
	205.	Explain that all people have a variety of feelings, both pleasant and unpleasant
	206.	Share their feelings with others in appropriate ways
		Conflict Resolution
		The students will:
42	218.	Explain that God wants us to be friends with all
	219.	Identify examples of conflict in their own lives
	220.	Explain the value of respecting the needs and feelings of others
43	221.	Discuss steps of peacemaking (conflict resolution) and practice the process in daily situations
	222.	Practice different ways of resolving conflict (compromise, consensus, mediation)
	223.	Practice using prayer and reflection in handling conflicts
		Cultural Similarities and Differences
		The students will:
44	237.	Experience a variety of cultures through music, art, food
		Loss
		The students will:
45	254.	Experience the life cycle of the plant
	255.	Discuss that birth, growth and death are part of every life (plants, animals, persons)
		Individual Differences
		The students will:
46	271.	Describe how each person may react differently to the same situation

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

LEVEL A

Lessons 1-46

Lesson 1

Topic

Understanding Self and Others

Student Objectives

The students will:

2. Demonstrate knowledge of personal characteristics which make a person an individual
4. Identify and share their feelings
5. Understand that each person is a loved and loving person
269. Identify ways in which they are special and unique, as created by God

Lesson Overview

Students observe themselves and one another and then tell something good about themselves and each other. They show how they feel about being like others and being different from others.

Vocabulary

Different
Alike
Special

Suggested Materials

- *Just Me* by Marie Ets (Viking Press, 1965)
- Hand mirrors

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to recognize their unique self and differences in others and that all are good.

ACTIVITY/EXPERIENCE

1. Read *Just Me*.
2. Have the children sit in a double circle, each facing a partner. Hand one child in each pair a mirror and ask them to look at themselves first, then give the mirror to their partner.
3. Ask each child, in turn, to stand and tell one thing about himself or herself.
4. While each child is standing, have them look at their partner and tell how that person is alike and different (e.g., color of eyes, hair, skin; size; wears glasses, uniform; has cast, freckles; etc.).

PROCESSING THE EXPERIENCE

Content Questions:

1. How are you like others in the room?
2. How are you different from others in the room?

Personalization Questions:

1. How do you feel about being like others?
2. How do you feel about being different from others?
3. How do you feel when someone makes fun of something about you (for example, your glasses, your hair color, etc.)?
4. In what way(s) did God make you special?

CLOSURE

(Review with the class that each person is different, but good and beautiful. All were made by God because God loves us. All are good and beautiful.)

Learn this poem or song:

Everybody Says

Everybody says
I look just like my mother.
Everybody says
I'm the image of Aunt Bee.
Everybody says
my nose is like my father's.
But I want to look like ***me.***

— *Dorothy Aldis*

—■—

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Lesson 2

Topic
Understanding Self and Others

Student Objectives
The students will:

238. Explain that they are all children of God who are alike and different
239. Verify that people are not all alike and differences can be good
240. Experience and learn from persons with disabilities in order to appreciate them and their gifts
270. Tell how differences are good

Lesson Overview
Students compare their picture with their partners' and then with pictures of children from other countries and races. They discuss differences and point out how differences can be good.

Background Information
If differently abled students are present in the class or if this topic has already been adequately covered, the focus of this lesson can easily be switched to children from various countries, races, etc.

Vocabulary
Different
Alike
Special
Differently abled

Suggested Materials
- Display of pictures of children with disabilities
- Pictures of children in classroom
- "Friends" (Attachment A)
- *Best Friends* by Myra Berry Brown (Golden Gate, 1975)

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to realize that differences are good and that God made all of us.

ACTIVITY/EXPERIENCE
1. Show "Friends" (Attachment A) and read the poem to the children. Discuss the poem.
2. Put children in pairs. Have them compare the picture of themselves with the one of their partner. Encourage them to talk about how they are alike and how they are different.
3. Have each pair choose a picture from the display you made and compare.
4. Ask:
- Do you know any differently-abled people?
- How are differently-abled people like us?
- How are they different from us?
- How can we learn from differently-abled people?

PROCESSING THE EXPERIENCE
Content Questions:
1. Think of one way you and your partner's pictures are alike and different.
2. What do we know about each other?
3. How do we know we are all special?
4. Why are differences good? (Some reasons might be that: it is easier to tell people apart when each looks different; life is more interesting if we look different; God made each of us different, and we are grateful for that, etc.)

Personalization Questions:
1. Will you play with someone who looks different from you?
2. If you won't, what will happen? (You will have no one to play with since everyone is different in some way.)
3. Does God love boys and girls from different countries and who are a different color from you? (Yes, God loves all of us.)

CLOSURE
Read the story, *Best Friends*. Ask children to close their eyes and to think of a friend they have. Have them thank God in their own words for this friend. (This can be done silently.)

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FRIENDS

God made us all.
Some are big.
Some are small.
God loves us all.

God made us all.
Friends to work
and share.
Friends to play
and care.
God made us all.

Lesson
3

Understanding Self and Others

Lesson 3

Topic
Understanding Self and Others

Student Objectives
The students will:
1. Demonstrate age-appropriate self-discipline

Lesson Overview
Students listen to a story and discuss the behavior of the child in the story.

Vocabulary
Obey
Responsible

Suggested Materials
- Art paper
- Crayons
- "It's Not My Fault" (Attachment B)

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to learn they are responsible for their actions.

ACTIVITY/EXPERIENCE
1. Seat the children on the floor in a comfortable position. Tell them the story, "It's Not My Fault" (Attachment B).
2. After the story, discuss with the children these questions:
   - What does it mean to listen and obey?
   - When we do something wrong, should we "own up to it"?
   - Why did Billy not listen to his "inner voice"?
   - Was what happened Billy's fault?
   - Who was responsible for Billy's actions?
   - Did Billy show he cared about the rules of his house?

PROCESSING THE EXPERIENCE
Content Questions:
1. Was Billy right in thinking he did not do wrong?
2. How could Billy have kept out of trouble?
3. Do you think Billy really thought it was his sister's fault he got into trouble?

Personalization Questions:
1. How have you not "owned up" to something you did?
2. Why do we sometimes want to say others did something we actually did?
3. When are some times you did something you didn't mean to do?
4. What is the right thing to do when this happens?
5. Have you ever felt sad about something you did?
6. What can you do about it? What choices do you have?

CLOSURE
Draw a picture showing some of the things Billy could have done.

—■—

IT'S NOT MY FAULT

Billy's big sister was supposed to be watching him, but she was talking to her friend on the phone. "You're responsible for Billy," her mother said as she left the house.

Billy was bored and didn't know what to do. He ran up the steps and went into his sister's room and looked at all the pictures on her wall. He liked one and stood on the bed to see it closer. Gosh, all her stuffed toys fell on the floor and as he lost his balance, the picture came off the wall into his hands. "Oh well," thought Billy, "I shouldn't have come in here, but it's not my fault that the things fell on the floor."

Billy's mom's room had a big space by the window and he liked to play like an airplane in it. He ran around and around in a circle, sounding and looking and feeling just like an airplane. What ruined his fun was the little rug got caught in the heel of his cowboy boot and pulled the lamp over and it broke. "Mom said to be careful," thought Billy, "but, it's not my fault because I am little and should be watched."

Billy ran into the bathroom and filled the tub so he could sail his ships. The water got deeper and deeper and finally wet Billy's sleeves. He ran into his bedroom to dry off and when he went back to the bathroom, the water began to trickle over the side of the tub. He carefully closed the bathroom door as the rug began to get a big dark spot on it from the water. "It's not my fault that my arms are so short," thought Billy, "and I can't reach the plug."

Later, Billy was getting hungry and went into the kitchen. He wanted to fix a snack. He pulled out the drawers to climb to the counter so he could reach the peanut butter. He knocked several boxes on the floor and upset the opened box of rice as he stretched to reach the peanut butter. He carefully got down from the counter so he would not hurt himself and went to find the bread. The rice cracked under his feet and he tried to push the boxes out of his way. He found the bread and made a sandwich. Next he opened the refrigerator to get a glass of milk. The milk jug was so big and he was so little and it just slid out of his hands. "Oops!" he said, and then thought, "My sister should have fixed my snack. It's not my fault," he said as he looked at the pool of milk quickly covering the kitchen floor. He tried to mop the milk up from the floor and knocked one of his mother's ducks that was sitting on the counter to the floor and watched as it broke into a hundred pieces. He pushed it under the table with the boxes as he thought, "Oh! Oh! But, it's not my fault."

Soon his sister came rushing into the kitchen and just stood there and looked at him. Billy looked back and said, "This is not my fault!"

Lesson
4

Understanding Self and Others

Lesson 4

Topic
Understanding Self and Others

Student Objectives
The students will:

6. Verify that their growing is helped by others
7. Articulate their feelings about growing

Lesson Overview
After discussion, students share their feelings about growing.

Vocabulary
Big
Bigger
Biggest
Little
Infant

Suggested Materials
- Catalogs (e.g., Penney's)
- Paper, paste, scissors, crayons
- One of the following books: *She Came Bringing Me That Little Baby Girl* by Eloise Greenfield (Lippincott, 1974); *Peter's Chair* by Ezra Jack Keats (Harper Junior Books, 1967); *A Place for Ben* by Jeanne Titherington (Greenwillow, 1987)

Teaching/Learning Activities

TEACHER'S ROLE
Assist the students to understand that growing up is a process of life.

ACTIVITY/EXPERIENCE
1. Seat the children in a circle on the floor. Have pictures and books displayed around the room.
2. Read a selected story from the list above.
3. Ask students to share their response to the story.

PROCESSING THE EXPERIENCE
Content Questions:
1. What can a baby do for itself?
2. Who takes care of a little baby?
3. What are some things you remember from when you were little?
4. Who helped you when you were little? How did they help you?
5. With what things do you still need help? Who helps you learn how to do them?

Personalization Questions:
1. Name some of the things that you can do now that you couldn't do before?
2. How do you feel about being able to do them?
3. How do you feel about things you'd like to do, but can't yet do?

CLOSURE
Cut out from the catalogs pictures of infants, toddlers and young children up to and including your age. Paste them on construction paper in order of age to show the progression of growth.

—■—

Lesson 5

Topic
Understanding Self and Others

Student Objectives
The students will:

3. Identify that each person has special gifts and talents

Lesson Overview
Students listen to a story and then talk about how God made all persons and things good.

Basic Information
This objective is continued in Lesson 6 with different activities.

Vocabulary
Talent
Gift
Youth

Suggested Materials
- *Leo, the Late Bloomer* by Robert Kraus (Crowel Junior Books, 1971)

Teaching/Learning Activities

TEACHER'S ROLE
Instill in students a pride in their own giftedness.

ACTIVITY/EXPERIENCE
Teach one of the following verses from the poem "God and I":

Two little eyes to look to God,
Two little ears to share God's word,
One little tongue to speak the truth,
One little heart to give God my youth
Two little feet to walk in God's ways,
Two little hands to work for God all day—
Take them, dear Jesus, and may mine be
Always obedient and true to thee.

◆

Two little eyes to look to God,
Two little ears to hear God's word,
Two little lips to sing God's praise,
Two little feet to walk in God's ways,
Two little hands to do God's will,
One little heart to love God still.
Thank you God for this new day,
In our school to work and play.
Please be with me all day long
In every story, game and song.
May all the happy things we do
Make you, our Father, happy, too.

— (Author Unknown, adapted)

1. Have the children sit in a circle. Read the story, *Leo, the Late Bloomer.*
2. Discuss the story. (Leo could not do anything right. He couldn't speak, he couldn't read, he couldn't write, draw or eat neatly. Then one day, in his own good time, Leo bloomed.)

PROCESSING THE EXPERIENCE

Content Questions:

1. Have you ever felt like Leo?
2. Is it all right for someone to read, write or draw better than we do?
3. Do we do our best at all times?
4. How is each of us special in some way?

Personalization Questions:

1. How did God make you special?
2. Tell us about one of these ways.

CLOSURE
We are all special and can do special things. God made some of us to sing, some of us to dance and some of us to be special in other ways. Let's thank God for making us each so special.

Say this prayer: "God, we know you love us just the way we are. We know we are special and we thank you."

—■—

Lesson
6

Understanding Self and Others

Lesson 6

Topic

Understanding Self and Others

Student Objectives

The students will:

3. Identify that each person has special gifts and talents

Lesson Overview

Students talk about how God made all persons and things good.

Basic Information

This lesson continues the objective that began in Lesson 5.

Vocabulary

Talent
Gift
Youth

Suggested Materials

- Paper
- Circle patterns
- Glue
- Crayons
- Scissors
- Yarn (color of children's hair)

Teaching/Learning Activities

TEACHER'S ROLE

Instill in students a pride in their own giftedness.

ACTIVITY/EXPERIENCE

1. Have children seated at tables. Give each child a sheet of construction paper and a circle pattern and ask them to trace the circle and cut it out.
2. After they have cut out the circle, have them draw their face on the circle and then cut short lengths of yarn and glue them around the face. (The yarn color should be close to their own hair coloring.)

PROCESSING THE EXPERIENCE

Content Questions:

1. Each of our faces is different, yet each is special. What are some ways that we are alike and some ways we are different?
2. Let us think of some of our special gifts. Name them.

Personalization Questions:

1. How can you use your special ability to help others?
2. How did God gift you?

CLOSURE

We are special. Let's play this game. Teacher will begin by saying:

I am special. You are too.
All the girls (boys) stand up too.
(All the girls (boys) stand up.)
If you like, take a turn saying the verse:
I am special. You are too.
All with blue (brown) eyes stand up too.
Recite:
We are all special.
We are all different.
Just as God's flowers are all different, but beautiful.
Just as all God's fruits are good, they are all special.
So are we special.

—■—

Lesson 7

Topic

Courtesy and Respect for Others

Student Objectives

The students will:

16. Use appropriate expressions, e.g., thank you, excuse me, I'm sorry, pardon me, etc.

Lesson Overview

Students listen to stories, discuss them and role-play being polite.

Vocabulary

Polite
Rude
Manners
Pardon
Please
Sorry
Excuse me

Suggested Materials

- "Polite" words on large poster board (to have around the room)

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to acquire and understand the importance of good manners.

ACTIVITY/EXPERIENCE

1. Have the children sit on the rug in their "listening and thinking" positions. Tell the class you will read a story about Annie and that listening to this story will help them understand why it is important to be polite. (Point to the word "polite.")
2. Read the following story:

"Annie"

Annie is a little girl who is loved by her her mom and dad. Sometimes Annie is a rude little girl who disobeys her parents. She takes a cookie from her mom and forgets to say, "thank you." She interrupts her mom and dad when they are talking and forgets to say, "excuse me." Sometimes she hurts her sister by saying mean things to her and doesn't say, "I'm sorry."

Annie feels bad when she doesn't act like a polite child. She knows it is important to treat people the way you want to be treated. She wants us to help her be a polite child.

3. Have children team up and have one person in each group pretend to be Annie.
4. Ask children to role-play behaviors that are appropriate (e.g., giving Annie a cookie and having her say, "thank you"; having Annie say, "I'm sorry" for saying something mean; having Annie interrupt a group talking by saying, "excuse me" or "pardon me."
5. Remind the children, "As well-mannered children, we need to:

- avoid saying rude things to others
- avoid interrupting when others are talking
- remember the magic words of 'please,' 'thank you,' 'I'm sorry,' 'pardon me.'"

PROCESSING THE EXPERIENCE

Content Questions:

1. Why is it important to be well-mannered?
2. How can we show that we are polite children?

Personalization Questions:

1. How do you feel when someone is not polite to you?
2. How can we show that we are polite children?

CLOSURE

Let's name as many specific times or situations it is good to be polite. (List on board.) Let us pray: Thank you God for helping me to be polite at the times I am. Please help me be polite at all times. Amen.

—■—

Lesson
8

Courtesy and Respect for Others

Lesson 8

Topic

Courtesy and Respect for Others

Student Objectives

The students will:

17. Wait for their turn
18. Share material with peers
21. Include peers in games, activities, play time

Lesson Overview

Using stories, discussion and modeling, students come to an understanding of the need for sharing and cooperation.

Vocabulary

Sharing
Cooperation
Selfish
Unselfish
Respect

Suggested Materials

- Books and pictures of children playing and sharing
- *What Mary Jo Shared* by Janice May Udry (Scholastic Books, Inc., 1970)
- Magazines, catalogs
- Large sheet of construction paper and smaller sheets for students
- Paste, scissors

Teaching/Learning Activities

TEACHER'S ROLE

Help students to recognize and appreciate the importance of cooperation and sharing in their lives.

ACTIVITY/EXPERIENCE

1. Have students seated at tables.
2. Tell them the following story:

"Judy and Joe"

Judy and Joe are friends. They play together and go to pre-school together. They share a ride to school. Sometimes they share each other's lunch. They share their toys and take turns riding on Joe's bike. They treat each other with respect. They treat each other the way they want to be treated.

When Judy and Joe are in school, they take their turns waiting to swing. All the children are nice to each other by sharing the sandbox and waiting for their turns on the swings and sliding board.

Judy and Joe help Sister Sara Ann pass out the construction paper and crayons to the other students. All the students in Sister Sara Ann's group are good helpers. They treat each other the way they want to be treated.

3. What are some suggestions for good behavior? (Sharing your toys, taking turns, taking care of things we share, always asking others to play with us, always including others in our activities, being fair with each other, treating others as you want others to treat you.)

PROCESSING THE EXPERIENCE

Content Questions:

1. How were Judy and Joe helpful?
2. Why do we wait our turn, share our things, and include others? (To show respect, to be kind, etc.)
3. What are other ways we show we respect people? (Say please, thanks, I'm sorry, etc.)

Personalization Questions:

1. How can you share?
2. In what ways can you show your classmates you are unselfish, that is, that you think about them first?

3. Why should we love one another and want to be friends?
4. Have several sets of students role-play the following scenes:

- Don Pat and J. J. were coming in from outside. There were lots of toys outside. What might they do?
- Gigi, Marta and Ann were each going to buy candy bars. Marta wanted to go first. What could the girls do?
- Lisa and Cynthia were playing a game. Lisa doesn't like Claire, but Claire asks to join the game. What could Lisa and Cynthia do?

CLOSURE

Jesus said, "Love one another." When we are kind to each other, we are showing we care for each other and love each other.

Cut out pictures of children working, playing and sharing activities.

As a group, decide which pictures will be used to paste on the construction paper to make a large collage.

(This collage will be used in the next lesson.)

—■—

Lesson
9

Courtesy and Respect for Others

Lesson 9

Topic
Courtesy and Respect for Others

Student Objectives
The students will:

20. Recognize through words and actions the presence of Christ in each one of us

Lesson Overview
Through sharing experiences, stories and poems, children become aware of the need to be respectful of one another.

Vocabulary
Respect
Respectful
Presence
Reverence

Suggested Materials
- Collage made in Lesson 8, prominently displayed
- Story of Jesus' birth
- *I'll Be You, You Be Me* by Ruth Kraus (Harper & Row, 1954)

Teaching/Learning Activities

TEACHER'S ROLE
Help students to realize that as children of God, we are called to be respectful and kind to others.

ACTIVITY/EXPERIENCE
1. Tell the story of Jesus' birth. Emphasize that Jesus was sent by God to live on earth like us.
2. Then explain that Jesus lives within each of us.
3. Tell the students that life is a precious gift from God. The life in us is Jesus. We should always treat others with respect because Jesus lives in each of us. We do not hurt others because we are all special. We want to be kind and good to our friends.
4. Tell the class that Jesus, who is our friend, shows us how to treat others.
5. Draw attention to the collage and ask:
   - Are all of these people special? Why? (They are special because Jesus lives in them.)
   - How should we treat them? (With love and kindness.)
   - How can we show them we love them?
   - How can we show our classmates that we reverence Jesus in them?

PROCESSING THE EXPERIENCE
Content Questions:
1. Why is life important?
2. How do we show we are thankful for life?

Personalization Questions:
1. How can you show you see Jesus in those with whom you play and work?
2. How do you show you are thankful for life?

CLOSURE
(Read *I'll Be You, You Be Me.*)
Think for a minute: Who would you rather be—you or me? Why?

—■—

Lesson 10

Topic

Courtesy and Respect for Others

Student Objectives

The students will:

22. Respect others by working so as not to disturb them

Lesson Overview

Students listen to a story and discuss how they can help others learn.

Vocabulary

Quiet
Disturb
Silence
Interrupt
Rude

Suggested Materials

- Paper, crayons
- "Happy Faces" (Attachment C)
- "Sad Faces" (Attachment D)

Teaching/Learning Activities

TEACHER'S ROLE

Instill in children the need to work quietly and not interrupt others' learning.

ACTIVITY/EXPERIENCE

1. Ask the children: What are the different kinds of ways you feel at different times? (Accept all answers, but write the words "happy" and "sad" on the board.)
2. Hold up Attachment C and ask: How do you think these children feel? Why do you think that?
3. Hold up Attachment D and ask: How do you think these children feel? Why do you think that?
4. Tell this story:

"Bart and Andy"

Bart is a little boy who makes it hard for Andy to do his work in school. Bart always interrupts or bothers Andy so he can't concentrate. Sometimes Andy has to stop working because Bart bothers him. When the teacher is talking, Bart talks, too. He talks so loud that no one can hear the teacher. Bart is always making noise. He disturbs Andy and all the children. They do not like this.

5. Tell the children:
   - "We want to do our work well."
   - "We need to be quiet in class and listen to our teacher and our friends."
   - "We need to work quietly so as not to disturb anyone."
   - "We want to be happy and cheerful."

PROCESSING THE EXPERIENCE

Content Questions:

1. In what ways did Bart not show respect?
2. How do we show respect for others when they are working?
3. Why is it important to show respect for others when they are working?

Personalization Questions:

1. When someone interrupts or bothers you, how do you feel?
2. What do you do when someone interrupts or bothers you?
3. What do you think of the person who interrupts or bothers you?
4. How can you help your friend not to be rude?

CLOSURE

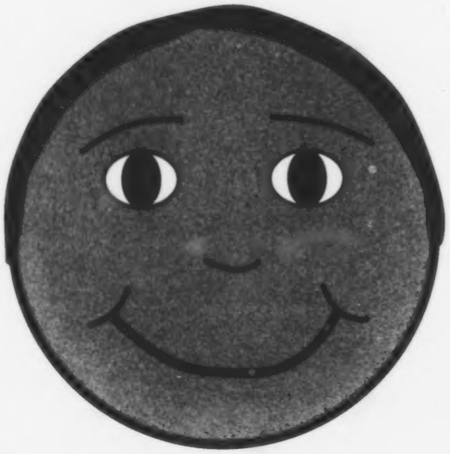
(Distribute the paper.)

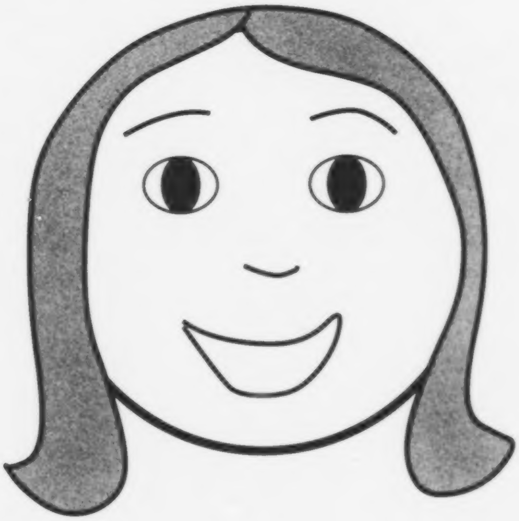
On your paper, draw a happy face on one side and a sad face on the other side. As I say each sentence, hold up the side that shows how you feel about each of these behaviors:

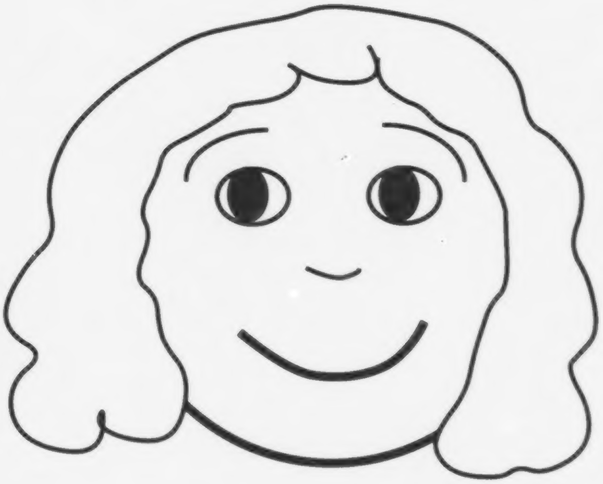
- Someone interrupts or bothers you.
- Someone is polite and helps you.
- The person next to you works quietly.
- The person next to you picks up your crayon when you drop it.
- The person next to you takes the toy you are playing with without asking for it.

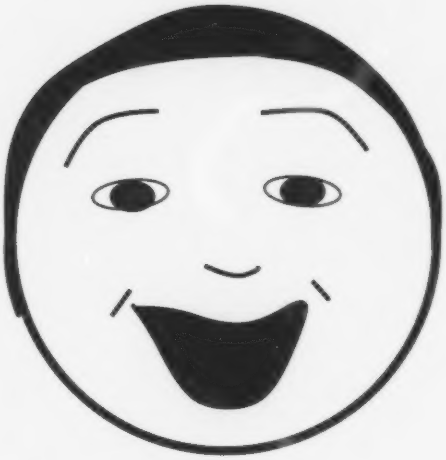
—■—

Attachment C - Lesson 10 (Level A)

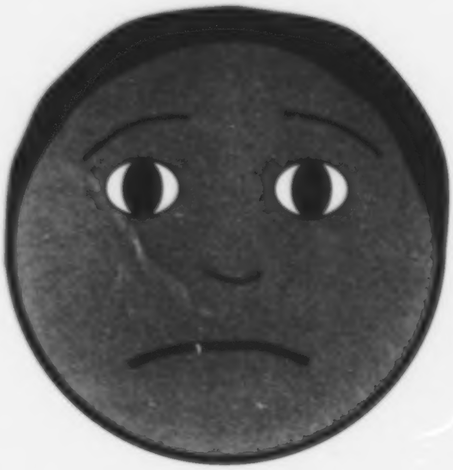


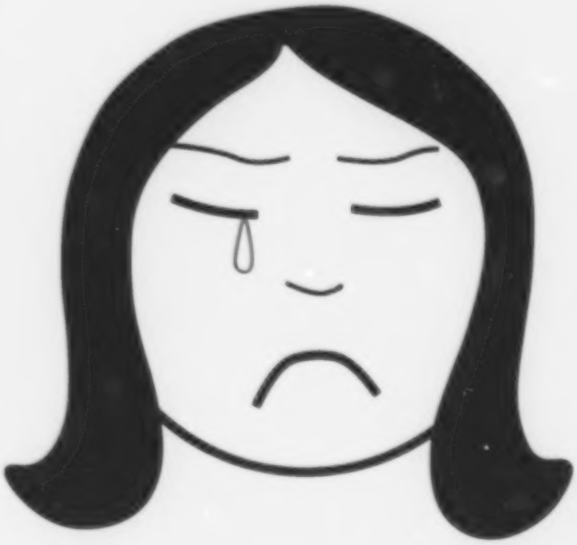


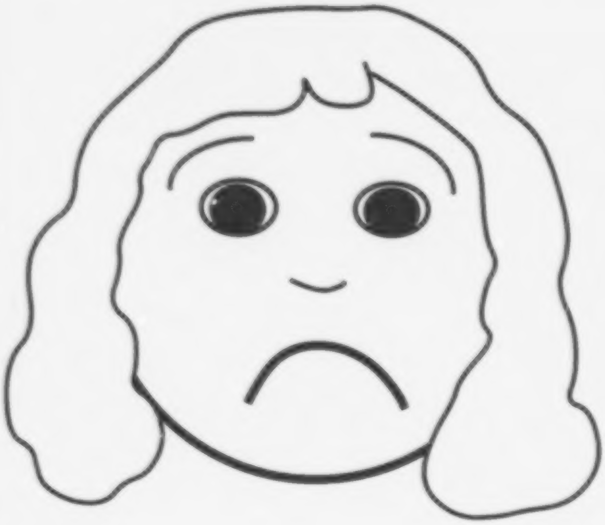


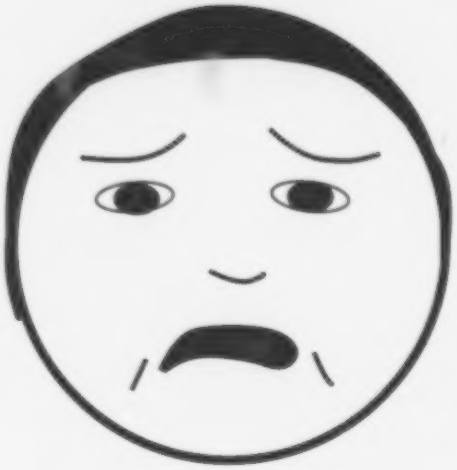


Attachment D - Lesson 10 (Level A)









Lesson
11

Courtesy and Respect for Others

Lesson 11

Topic
Courtesy and Respect for Others

Student Objectives
The students will:

19. Explain reasons for having and following lunchroom, playground, assembly, church and classroom rules

Lesson Overview
Students learn the proper way to behave.

Vocabulary
Rules
Safety
Safe
Choice
Disturb

Suggested Materials
- Large poster board
- Magic markers
- Pictures of church, school and playground (Attachments E, F and G)

Teaching/Learning Activities

TEACHER'S ROLE
Enable children to be aware of the need to be concerned about rules at home, in school, on the playground and elsewhere.

ACTIVITY/EXPERIENCE
1. Have children seated in a circle. Hold up the pictures and ask students to look at the pictures (Attachments E, F and G) and pretend they are in the places shown—church, school, playground.
2. Ask the children: What do you do in church? How should you behave? Why?
3. Ask: How should you act on the playground? Why?
4. Have the class recall Bart's actions in school (from story in previous lesson). Ask: How should Bart have acted? Why?
5. After this discussion, ask the children to tell you some rules of behavior in the classroom, church and on the playground and why they are important. Write them on the poster board.
   Some possible rules are:
   - Sit quietly in church and listen and pray. (Respect.)
   - Work quietly in the classroom so others can learn, and finish their work. (Respect.)
   - Play nicely with others and don't push, shove or run on the playground. (Respect and safety.)
6. Read the rules out loud and see if the children want to add more.

PROCESSING THE EXPERIENCE
Content Questions:

1. Why do we have rules? (To keep us safe.)
2. Who helps us keep rules? (Others, those in charge.)
3. Are there times when it is good to break a rule?

Personalization Questions:

1. How do you feel when others do not keep rules?
2. How do you feel when you do not keep rules?

CLOSURE
We can all make choices.

We can follow the rules or not.

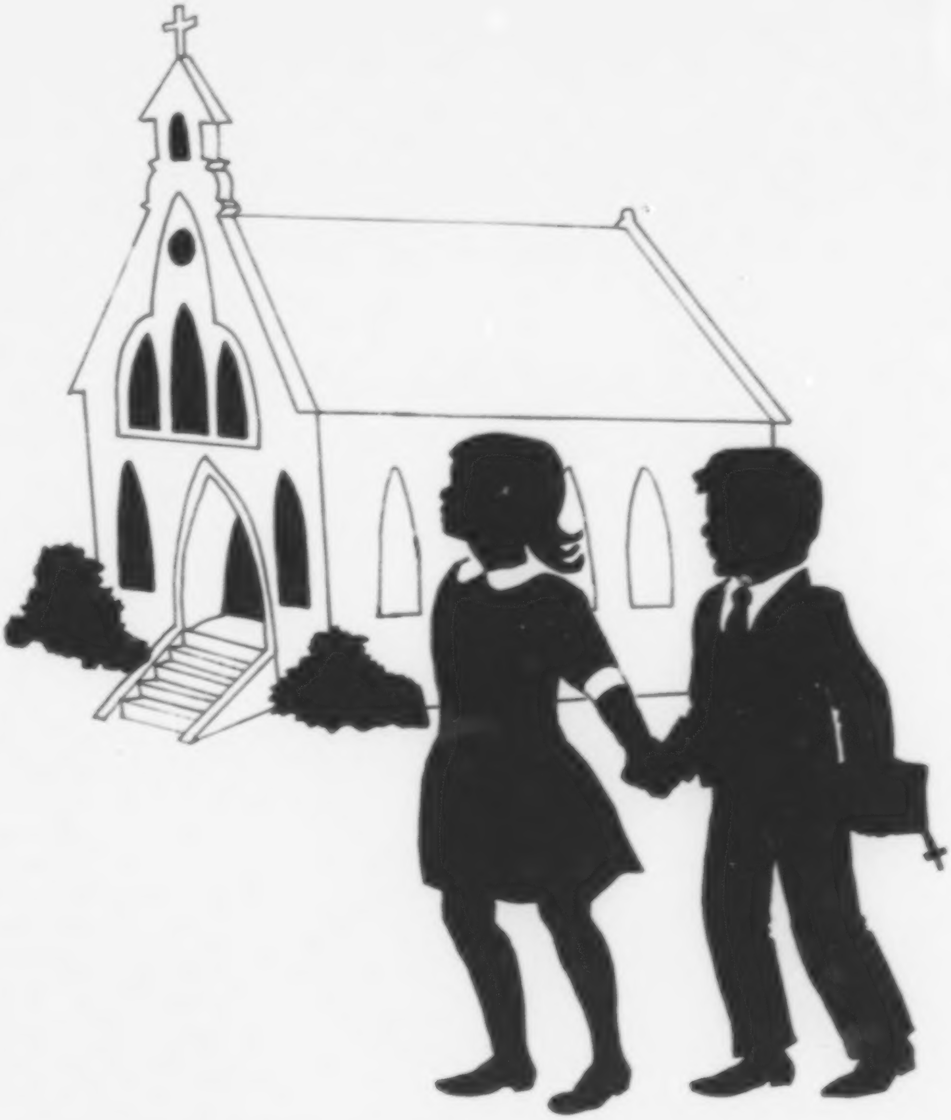
No one can make us do something we do not want to do.

We show our love and respect for others when we are careful and do what is right.

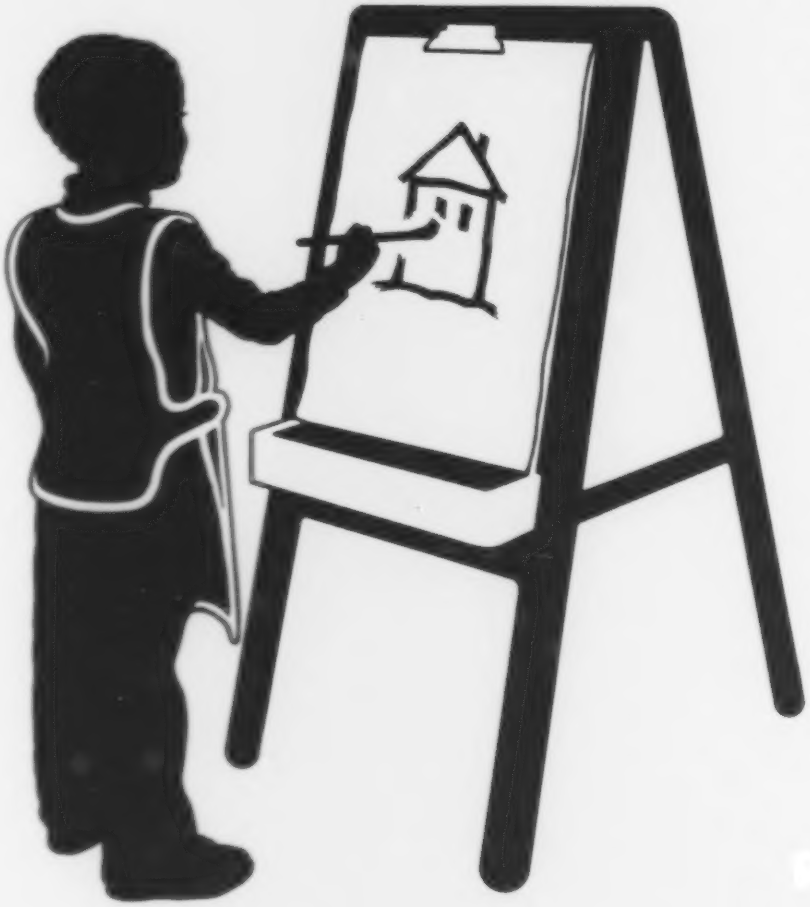
Let us ask God to help us: Dear God, please help me to make good choices. Help me to know what to do and then help me do it. Amen.

—■—

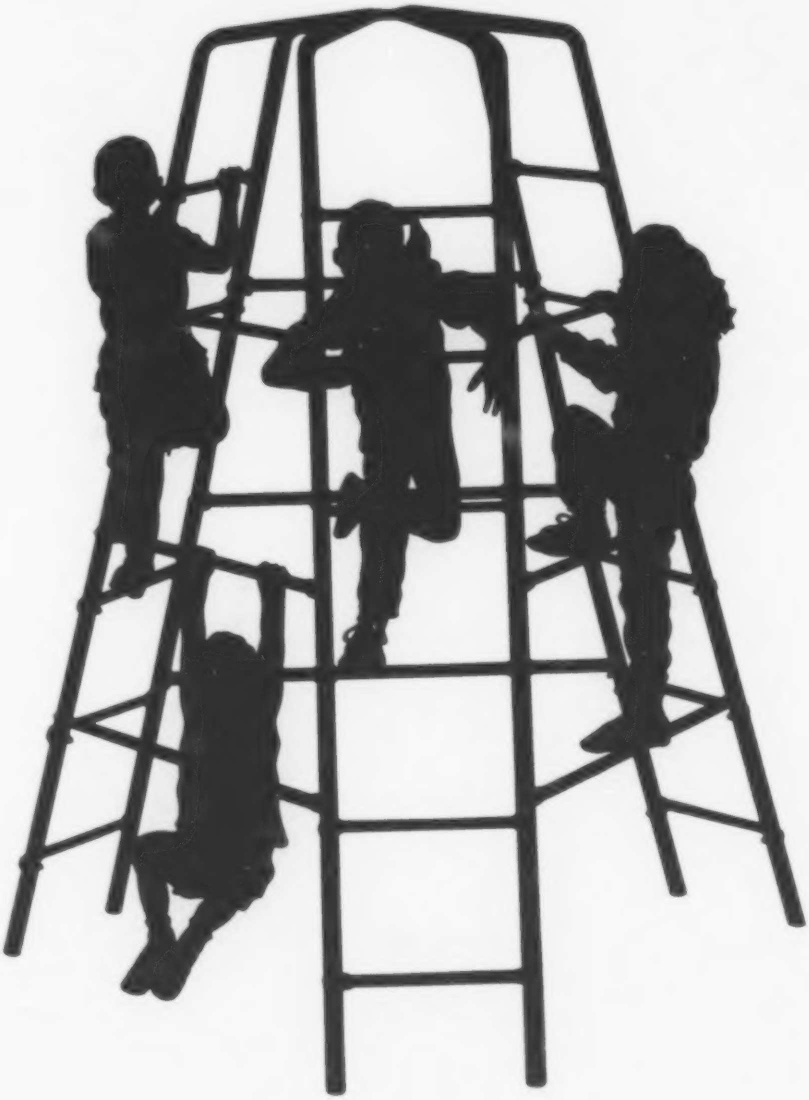
AT CHURCH



AT SCHOOL



ON THE PLAYGROUND



Lesson
12

Courtesy and Respect for Others

Lesson 12

Topic

Courtesy and Respect for Others

Student Objectives

The students will:

23. Defend the role of people in authority, for example, principal, police, crossing guards, monitors, parents, clergy, teachers, government officials

Lesson Overview

Students identify why various authority figures are important in our lives. They use puppets to act as a person in authority. After discussion, they draw a picture of a helper assisting a young person.

Vocabulary

Authority

Suggested Materials

- Puppets
- Crayons, paper
- Pictures of people in authority (Attachment H)
- Additional pictures of teachers, police, principals, crossing guards, clergy, etc. (collected from magazines or from posters used in the "Helpers' Unit" you may have taught).

Teaching/Learning Activities

TEACHER'S ROLE

Help students to appreciate and respect the role others play in our lives.

ACTIVITY/EXPERIENCE

1. Display Attachment H and the pictures you have collected so that all the children can see them while sitting in a circle.
2. Begin the lesson by obtaining from the children a definition of: principal, police, crossing guard, monitor, parent, clergy, teacher, government official (e.g., president).
3. Ask:
    - Why are these people important in our lives?
    - How do they help us?
    - Are they our friends?
    - Could we do without them?
    - What kinds of things do they do for us?
4. Using puppets, model for the children some of the things people in authority might tell us.
5. Permit the children to use puppets and pretend to be persons of authority. Let them tell what is the right way to act in school, church, playground, home.

PROCESSING THE EXPERIENCE

Content Questions:

1. We all know we have special people in our lives. They help us. How does a principal help us?
2. Why do you like our principal?
3. How does a police officer help us?
4. Why do you like police officers?
5. How do our parents help us?
6. Why do you like your parents?
7. Are there other special people who help you? How do they help you? Why do you like them?

Personalization Questions:

1. How do you feel about grown-ups who help you?
2. How can you show you care for these people?

CLOSURE

God gave us good helpers because God loves us.

Our helpers are friends and sometimes correct us. This is to help us learn right from wrong.

We need to listen when our helpers tell us what to do.

On your paper, draw a picture of a helper, someone helping a young person to do what is right.

—■—

Attachment H - Lesson 12 (Level A)

Lesson 13

Topic

Friendship

Student Objectives

The students will:

50. Describe the qualities of Christian friendship

Lesson Overview

Students listen to a story about "Billy and Mike" and respond to it. They draw a friend's face and hang it on the Friendship Tree. They then listen to the story, *Friends.*

Suggested Materials

- Friendship Tree—a tree branch, suitable for hanging cutouts from its branches, should be placed in the room where all can see, along with a sign, "Friendship Tree," pasted near it
- Cut-out faces, yarn
- Crayons, paper punch
- *Friends* by Helme Heine (Aladdin Books, 1982)

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to understand that God meant for all of us to love one another as friends.

ACTIVITY/EXPERIENCE

1. Have students seated.
2. Tell the following story:

"Billy and Mike, Best Friends"

Billy and Mike are best friends. They live in the same apartment building. They are the same age and go to the same school. They play together every day after school. They do everything together.

One day Mike's dad lost his job. This made Billy very sad because his friend was sad.

Mike's mom said they might have to move if his dad can't find work.

PROCESSING THE EXPERIENCE

Content Questions:

1. Why was Billy sad?
2. How did Mike feel?
3. Can you think of some ways Billy can make Mike feel better?
4. What are some of the things best friends do?
5. Why is it important to have friends?
6. Describe the qualities of a good friend.

Personalization Questions:

1. Do you have a best friend?
2. How do you treat your friends?

CLOSURE

Draw a friend's face on the cut-out face, color it, punch a hole for yarn and hang on the Friendship Tree. (The "tree" should remain throughout the friendship unit.)

(Read *Friends.* Remind students that God made all of us to be friends.)

Thank God for our friends.

◆

Lessons 14-15

Topic
Friendship

Student Objectives
The students will:

49. Discover that sharing work, play and other things can lead to friendship

Lesson Overview
Students work on a puzzle together, then discuss differences between working together and working alone. On the second day, they talk about the importance of being responsible for the job chart. They listen to a story of a good friend and make a gift for a friend.

Basic Information
This lesson is suggested for two days before "Processing the Experience" in order to provide students with several examples.

Suggested Materials
- Display of pictures of children working and playing together
- Puzzles (one for every two to three students)
- Job chart
- Timer
- Flowers to cut out (Attachment I)
- Construction paper
- Paste
- Scissors
- Friendship Tree (from Lesson 13)

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to understand that working and playing together can help us be friends.

ACTIVITY/EXPERIENCE
First Day:

1. Recall Lesson 13 and call attention to the Friendship Tree.
2. Have students work alone to put a puzzle together. Then have children at tables in groups of two or three. Give each group a puzzle to put together. Explain the importance of working together to complete it in the time allowed. (Set timer.)
3. Praise students for working so well together. Discuss the need to help each other.
   Discuss:
   - Did working together help you to complete the puzzle more quickly?
   - Did you finish it as quickly alone?
   - How did you, as friends, help each other?
   - Is it more fun to work with a friend rather than alone?

Second Day:

1. Display job chart.
2. Explain that this is our room's job chart. To keep our room tidy and in order, each person has to do his or her job.
   Ask: What if (adjust these according to your present room set up)—
   - Blocks weren't picked up?
   - Toys weren't put away?
   - Books weren't stacked neatly?
   - Chairs weren't pushed in?
   - Floor wasn't cleaned?
3. Ask, Would we have a nice room? Tell the class:
   - Friends work together to make the room neat and tidy.
   - Friends help each other by working together to make the room neat.
   - Friends do things together.
   - Friends care about one another.
   - Friends play together.
4. Have the class listen to this story:

"Ted and Mary"

Ted was going to a new school. He was afraid to go to school because he didn't know anyone. His mother left him at the bus stop with some other children who went to his school. He stood away from the other boys and girls. They all seemed to be friends. He felt alone and afraid.

When the bus came, they all jumped on, leaving Ted standing alone. A little girl got off the bus and took his hand. "My name is

Mary and I'll help you," she said. Ted got on the bus and sat with Mary. She told him where the school was, the name of the teacher and promised to help him find his room. Before the bell rang, Mary played with him on the swings, in the sandbox and on the slide. She told the other children Ted's name and they smiled and played with him. When the bell rang, they all went happily into school.

5. Ask:
   - Have you ever felt like Ted?
   - Was Mary a good friend?
   - Do you think Ted had more friends when school was over? Why or why not?
   - Can you think of ways you can be a good friend?

PROCESSING THE EXPERIENCE

Content Questions:

1. How did working to put the puzzle together help you?
2. Is it important to do your job?
3. Why should we play with other children?
4. What does this mean?—In order to have a friend, you have to be a friend.

Personalization Questions:

1. Think of times when you have worked together with others.
2. How did this help you to be friends?
3. Do you try to be a friend?

CLOSURE

(Give each child a copy of the paper with the flower picture and a sheet of construction paper.)

Cut out the flower and arrange it on the construction paper. It is to be a gift for your friend.

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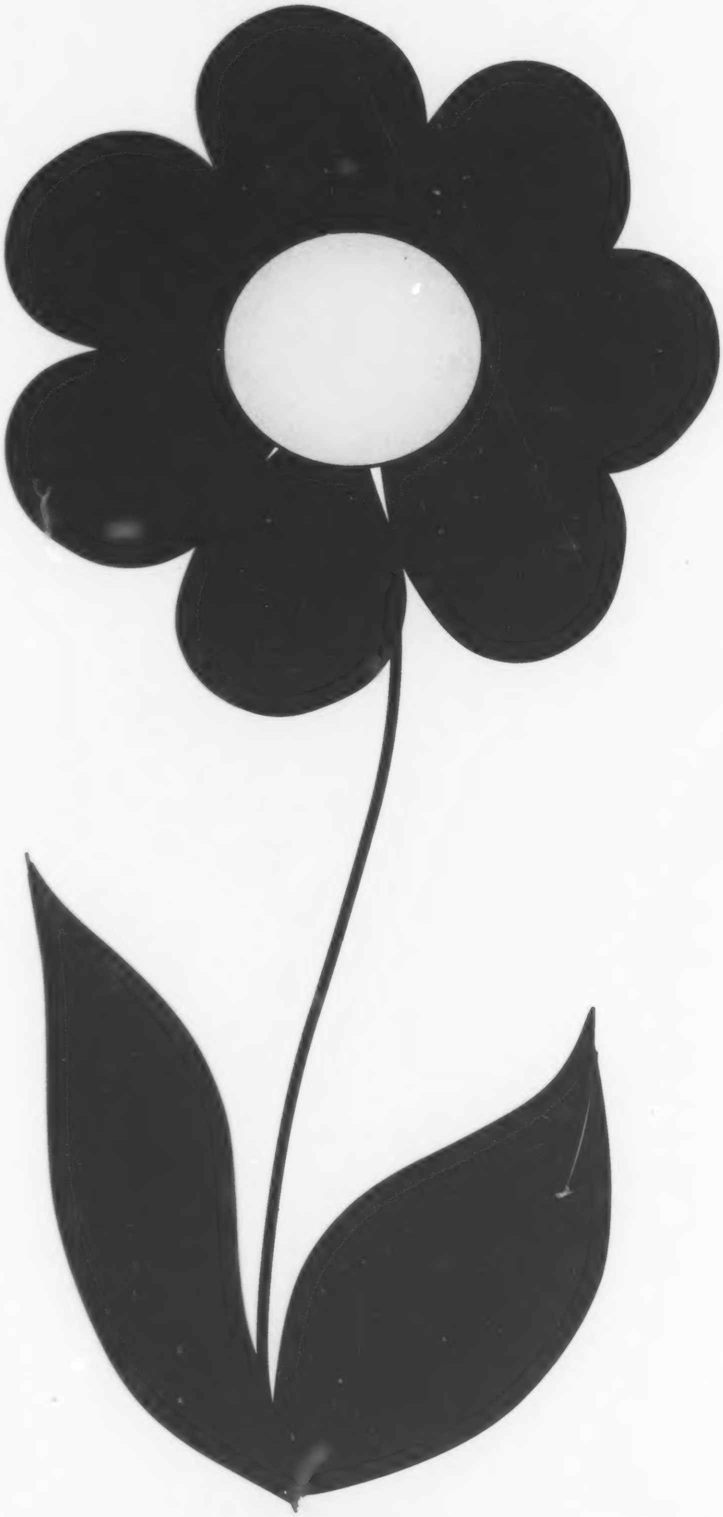
Attachment I - Lessons 14-15 (Level A)



Lessons 16-17

Topic

Friendship

Student Objectives

The students will:

54. Describe how a variety of friends can help us grow in different ways.

Lesson Overview

Students listen to a story about a five-year-old being a friend of older people. They add a clay gift to the Friendship Tree. On the second day, they listen to two different stories about brothers and sisters being friends and respond to them. They then add caring words to the Friendship Tree.

Basic Information

This lesson is suggested for two days prior to "Closure" in order to provide students with several examples.

Vocabulary

Adults
Respect
Grow
Friendship
Friend

Suggested Materials

- Pictures of adults helping children and children helping children
- Friendship Tree (from Lesson 13)
- Modeling clay
- 3" x 5" cards
- "Let's Be Friends" by Carey Landry (from the album, "Hi God 3")

Teaching/Learning Activities

TEACHER'S ROLE

Help students to understand the importance of all friends in their lives.

First Day:

ACTIVITY/EXPERIENCE

1. Using magazine pictures, discuss how the children and adults are showing friendship and love for each other.

   Ask such questions as:

   - How are the children showing their love for the adults?
   - How are the adults being friends with the children?
   - How are the children being friends with each other?
2. Have the class listen to the following story:

"Being a Friend"

Karen lives next door to two older women, Miss Blackwood and Miss Harvey. She calls them Miss B. and Miss H. They call her Buttons. Every day Karen goes over to see the ladies. She plays games with them and helps them find things and they teach her to read. Karen is only five. When the ladies go to get their hair fixed, Karen walks them across the street because she has good eyes and can watch for cars. When the ladies go to the store, Karen goes with them to help. She is little and can find the things on the bottom shelves. It doesn't hurt her to bend down.

When the ladies are lonely, Karen sits on the porch with them, sings them songs she learned in school and tells them funny stories. They are good friends. They help each other.

PROCESSING THE EXPERIENCE

Content Questions:

1. How do the ladies and Karen help each other?
2. Do you think Karen learns more from the ladies than just reading?
3. How do you think the ladies feel whenever Karen comes to visit?

Personalization Questions

1. Do you know any people who are lonely whom you could visit? Name them.
2. How do your friends help you?

CLOSURE

Take a piece of modeling clay to make a friend. Set it aside to dry. Once it is dry, attach your friend's name to it and put it around the base of the Friendship Tree.

Sing "Let's Be Friends."

Second Day:

ACTIVITY/EXPERIENCE

1. Tell the class that our friends love and care for us. We trust our friends. Some of our friends, besides our parents, are:
   - teachers
   - pastor
   - police officers
   - firefighters
   - crossing guard
   - principal
   - grandparents
   - the boys and girls in our classroom and school.
2. Tell the class that sometimes it is hard to be a friend. Sometimes friends hurt us and we hurt them.
3. Have the class listen to this story:

"Sue and Tim"

Sue and Tim are brother and sister. They should be friends. They fight with one another. Sue says Tim doesn't play fair and he says she's the one who doesn't play fair.

They fight and hurt each other and each other's feelings. Sometimes they break things. They shout at each other. They kick, bite and punch each other. Their mother is very upset with them.

4. Then, tell this story:

"Don and Judy"

Don and Judy are brother and sister. They are friends. They don't always agree with each other. To avoid fighting, they stay away from each other when they are angry. They try to spend time with other friends. They try to avoid fighting by ignoring mean things the other person does or says.

When they are calm, they talk to each other. They show respect for each other by listening. They try to understand each other. Their mother is pleased they try to help each other.

PROCESSING THE EXPERIENCE

Content Questions:

1. Did Sue and Tim help each other grow? Explain your answer.
2. How could they have helped each other?
3. Did Don and Judy help each other grow? Explain your answer.
4. How did they help each other?

Personalization Questions:

1. How do teachers, pastors, police officers, firefighters, crossing guards, principals, grandparents and friends help you grow?
2. If you have brothers or sisters, what can you do for them to help them grow?
3. Why should you want them to be better than they are?
4. Why should you want to be the best person possible?

CLOSURE

God wants all of us to be friends. Jesus taught us how to love one another and help one another. Let's list some words on cards to hang on our Friendship Tree. These words are friendly words that show we care. (Elicit words from students.)

Sing "Let's Be Friends."

—■—

Lessons 18-19

Topic
Friendship

Student Objectives
The students will:

51. Show appreciation to peers and friends
52. Treat others respectfully
53. Verify that friends help people grow

Lesson Overview
Students recall activities of the friendship unit, then listen to a story about friendship and discuss it. On the second day, they listen to stories about friendship and discuss them. They give a sign of peace and friendship to the person next to them.

Basic Information
This lesson is suggested for two days before "Processing the Experience" in order to provide students with several examples.

Vocabulary
Respect
Appreciate
Peers

Suggested Materials
- *A Friend Is Someone Who Likes You* by Joan Walsh Anglund (Harcourt Brace, 1958)
- *Frog and Toad Are Friends* by Arnold Label (Harper & Row, 1979)
- *My Brown Bear Barney* by Dorothy Butler (Greenville Books, William Morrow & Co., 1989)
- Friendship Tree (from Lesson 13)

Teaching/Learning Activities

TEACHER'S ROLE
Develop in the children an appreciation for themselves and others.

ACTIVITY/EXPERIENCE
First Day:

1. Seat the children in a circle so they are comfortable and can listen.
2. Pose such questions as:
   - How do you know you are special?
   - What is a friend?
   - How do friends treat each other?
   - Remember the story of Sue and Jim? Were they friends? Did they show respect for one another? Why not? What could they have done to show respect for each other? Name some ways you could show you care about your friends.
   - Did Don and Judy show respect for each other? How?
3. Read *A Friend Is Someone Who Likes You.*

   Ask "What did this story tell us about friendship? How can we use this information?"

Second Day:

1. Read *My Brown Bear Barney.*
2. Discuss the first four "Content Questions." (page 41)
3. Have the class listen to the following story:

"Mary Lou"

Whenever Mary Lou wanted something, she never asked her mother for it; she just took it. One day her brother, Sandy, left some money on his desk. Mary Lou went into his room, saw the money and took it. She went to school and used the money to buy candy at recess. She wouldn't share the candy with anyone because she didn't want to say where she got the money. She began to feel bad.

Her best friend came over and asked her where she got the money to buy so much candy. Mary Lou told her. Her friend told her it was the wrong thing to do. She said, "Jesus doesn't want us to take things that belong to others. You had better tell your mom and brother what you did."

Lessons
18-19

Friendship

(continued)

4. Discuss "Content Questions" #5-9.
5. Read *Frog and Toad Are Friends.*
6. Have the children talk about the story and tell why they liked it. Ask: Why is this a good story? How do Toad and Frog show they are friends? (To have a friend, we must be a friend.)

PROCESSING THE EXPERIENCE

Content Questions:

1. How did the little girl show she cared about her brown bear?
2. Who else does she tell about in her story? (Parents, brother, friend, grandmother.)
3. What are some of the things she did? (Shopped, played,, worked, visited, went to school.)
4. Did she show she cared about others? How?
5. Did Mary Lou do anything wrong?
6. How did her friend help her?
7. Did her friend help her to be a better person and grow?
8. Was Mary Lou respectful of things belonging to her brother? To others?
9. How can Mary Lou show her appreciation to her friend for helping her?

Personalization Questions:

1. Can you think of times you weren't a friend?
2. What can you do for others to show you are a friend?

CLOSURE

Let us thank God for good friends who help us grow:

"When we help each other we show we care. Thank you, God, for our friends who help us grow."

Stand and shake hands with the students on your right and left as a sign of peace and respect.

—■—

Lesson 20

Topic

Family

Student Objectives

The students will:

64. Discuss that God cares about all families

Lesson Overview

Students listen to the story of creation and talk about all the ways God shows love for us. They listen to a story, discuss it and draw a picture of their family.

Background Information

As students talk about and draw their families, let each decide who is in their family. This is especially important for children who live part-time in different houses due to divorce.

Suggested Materials

- *A House Is a House for Me* by Mary Ann Hoberman (Penguin Books, 1982) or *Helping Out* by George Ancona (Ticknor and Fields, 1985)
- Children's Bible (optional)

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to understand God's love for all families.

ACTIVITY/EXPERIENCE

1. Tell the story of creation in simple words or read from a child's Bible.
2. Tell the class that God is loving. God loves each of us in a special way. We are part of God's family. All people on earth are a part of God's family. God loves all families. God wants us to be happy and to love one another. That is why God gave us such a wonderful world to live in and enjoy.
3. Elicit ideas from children on the following:
   - God gave us water to _____.
   - God gave us food to _____.
   - God gave us trees, flowers to _____.
   - God gave us our friends to _____.
   - God gave us our families to _____.
4. Read *A House Is a House for Me* or *Helping Out*. (You may choose to summarize or paraphrase the story.)

PROCESSING THE EXPERIENCE

Content Questions:

1. How does the story show care for families?
2. How do we know God loves us?
3. What does God do for our families that shows care for us?

Personalization Questions:

1. Name some of the people in your family and tell why they are special.
2. In what way can you show you love your family?

CLOSURE

Draw a picture of your family on your sheet of paper. (These will be used in Lessons 22 and 24.)

Recite:

"Our families are small.
Our families are large.
Our families are loved by God.
Thank you, God, for our families.
Amen."

◆

Lessons 21-22

Topic

Family

Student Objectives

The students will:

65. Identify the members of their families
66. Discuss the importance of each member of the family
69. Tell their parents or guardians they love them

Lesson Overview

Students role-play household tasks and identify the various people who do them. They make a paper-plate face for each family member. On the second day, they listen to a story and talk about the importance of each family member. They draw a picture or write a note to their parent(s) or guardian(s) telling them they love them.

Basic Information

This lesson is suggested for two days before "Processing the Experience" in order to provide students with several examples.

Vocabulary

Family
Parent
Guardian

Suggested Materials

- Crayons
- Small paper plates
- Yarn
- Children's drawings of their families (from Lesson 20)
- *Are You My Mother?* by P.D. Eastman (Beginner Books, 1962) or *The Wednesday Surprise* by Eve Bunting (Clarion Books, 1989)

Teaching/Learning Activities

TEACHER'S ROLE

Assist children to understand the concept of "family" and what makes up a family.

First Day:

ACTIVITY/EXPERIENCE

1. Pantomime each of the following activities and ask children to name all the people in their family who do it (adjust the list as necessary for your students):
   - washing dishes
   - going to work
   - cooking/cleaning
   - raking leaves
   - using a hose
   - hammering something
   - playing
   - going to school.
2. Ask:
   - Who goes to work in your family?
   - Why do only dads or only moms go to work in some families?
   - Why do moms and dads both go to work in some families?
   - What kinds of jobs could the children do?
   - Why is it important for families to work together?
   - What is so special about a family?
   - What do you do in your family to make it a better place?
   - How do you help each person in your family to grow?

CLOSURE

Take a small paper plate for each person in your family. On each plate, draw the face of one person in your family.

(Help them glue yarn on for hair, etc. Write names on each plate. Attach the plates together with yarn in a mobile format. Hang up. These mobiles will be used again in Lesson 23.)

Recite: "Thank you, God, for my family. Help me be a helpful member of the family."

Second Day:

ACTIVITY/EXPERIENCE

1. Have on display each child's picture of his or her family (from Lesson 20), as well as the paper-plate mobiles of the families.

2. Read either *Are You My Mother?* or *The Wednesday Surprise*.
3. Discuss: Every baby who is born needs a mother and father. A baby belongs to a family and grows up in the family. In some families, there are moms and dads and children. Sometimes there are grandmothers and grandfathers. Sometimes a daddy does not live with the family, but he may or may not still be part of the family. Sometimes a mom does not live with the family, but she may or may not still be part of the family. A family loves and cares for each person in the family.
4. Have children share pictures of their family, if they choose to do so.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is a family?
2. What do family members do for each other?
3. Why is each family member important?

Personalization Questions:

1. How do you show you care for your family?
2. How do you try to make your family a happy family?

CLOSURE

Draw a picture or write a note to your parent(s) or guardian(s) telling them you love them.

—■—

Lesson 23

Topic
Family

Student Objectives
The students will:

70. Explain that adults in some families consist of: mother and father, a mother only, a father only, grandparents, or stepparents

Lesson Overview
Students listen to several stories about families with different memberships. They discuss what makes a family a family.

Vocabulary
Stepmother
Stepfather
Stepgrandparents
Stepbrother
Stepsister

Suggested Materials
- Paper-plate family mobiles, made by each student in Lesson 21 (displayed)
- Large sheets of paper
- Pictures of family groups, cut out of magazines, etc.

Teaching/Learning Activities

TEACHER'S ROLE
Help students to understand that all families are not alike.

ACTIVITY/EXPERIENCE
1. Begin by asking children to name the people in their family and tell what each does. (If students do not name all their family members, let it pass.)
2. Tell the following story:

"Korda"

Korda is five years old and goes to school with his big sister. His sister carries the key to the house because their mom doesn't get home from work until late. His sister is supposed to start supper to help their mother. Korda is supposed to keep his room neat and not mess up the living room while he watches TV. When Mom comes home, they eat supper and spend the rest of the evening together.

3. Discuss "Content Questions" #1–4. (below)
4. Tell this story:

"In Granddad's House"

Maria, her brother, Miguel, and sister, Anna, have moved to their granddad's house. It's funny living there. Everything is different from their old house. The rooms seem smaller and their furniture doesn't fit in all the rooms because there is furniture already there. They are not very happy because they miss their friends, their old house and their dad. He went away and Mom said they'd "have to get used to the idea."

5. Discuss "Content Questions" #5–7.
6. Tell the following story:

"Two Houses"

Jennifer's mother is marrying Missy's dad. They have two houses and have to decide which house to live in. The girls are friends and now will be stepsisters. Jennifer will have a stepfather and a birth father. Missy will have a stepmother and a birth mother. Jennifer, Missy and their stepparents will be a family. They will live together in one house and care for one another. They will love one another and work to make their family happy.

7. Discuss "Content Questions" #8–11.

PROCESSING THE EXPERIENCE
Content Questions:

1. There are only three people in Korda's house. Is it a family? Why or why not?
2. Who are the adults in this family?
3. How do Korda and his sister show they are a family?
4. Do you think Korda and his sister are happy and care about their family?
5. Who are the adults in the family at Granddad's house?
6. What could Maria, Miguel and Anna do to make their house happy?

Lesson 23

Family

(continued)

7. How could they show they are a family?
8. Who are the adults in the family in the "Two Houses" story?
9. What makes this a family?
10. How can Jennifer and Missy help their family to be happy?
11. Describe the kinds of families we read about or that you know about.

Personalization Questions

1. Do you know anyone who has step-brothers or sisters?
2. Do you know anyone who has a step-father or mother?
3. How can you help make it a happy family?

CLOSURE

God made all families. Some are different and have different persons. All families are good. God wants all families to love and care for one another.

Let's think of ways we can make sure our families love and care for one another. What can we do?

(Help children to name things they can do. Write them on big sheets of paper and allow children to paste cut-out pictures of families around the page.)

◆

Lesson 24

Topic
Family

Student Objectives
The students will:

67. Explain how family members care for one another
79. Appreciate personal family relationships

Lesson Overview
Students listen to stories and talk about their families in a healthy manner.

Suggested Materials
- *A Father Like That* by Charlotte Zolotow (Harper & Row, 1971) or *Make Way for Ducklings* by Robert McCloskey (Viking Press, 1976)
- Crayons
- Drawing paper
- Children's drawings of their families (from Lesson 20)

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to appreciate their family, no matter what kind it is.

ACTIVITY/EXPERIENCE
1. Have students seated.
2. Read *A Father Like That* or *Make Way for Ducklings.*

PROCESSING THE EXPERIENCE
Content Questions:

1. How did they show they were a family?
2. Do you think they cared about one another?
3. How did they show it?

Personalization Questions:

1. Have you ever been lost?
2. Did your parent(s) or guardian(s) worry about you?
3. If you got hurt on the playground, how did your parent(s) or guardian(s) show they cared?

CLOSURE
Look at your family pictures (from Lesson 20). Listen to the words I say. Do some of these things to show you love and care for your family.

- I love you.
- Thanks for helping me.
- I'm sorry.
- Thanks for showing me how to do that.
- Excuse me.

(Add phrases appropriate to your situation.)

When you take your art work home, tell the members of your family why you love and care for them. Show them the family pictures you made. Thank them for loving you.

◆

Lessons 25-27

Topic
Christian Sexuality

Student Objectives
The students will:

Lesson 25
284. Appreciate the human body as part of God's creation

Lesson 26
285. Be aware of body image (size, weight, etc.)
286. Be aware of differences in each other's bodies

Lesson 27
287. Discuss how the body grows and develops

Suggested Materials
Teaching materials for these lessons are to be chosen by the local school, since guidelines differ from diocese to diocese.

■

Lessons 28-30

(Kindergarten)

Topic
HIV/AIDS

Student Objectives
The students will:

Lesson 28
315. Understand that God created and loves all people: girls/boys, men/women, sick/well, etc.

Lesson 29
316. Share from experience what it means to feel well and to feel sick

Lesson 30
317. Describe personal experiences with physical signs of affection and affirmation

Suggested Materials
All of the materials for these three lessons can be found in *AIDS: A Catholic Educational Approach to HIV*, published by NCEA, 1992.

■

Lesson 31

Topic

Moral Decision-Making

Student Objectives

The students will:

91. Discuss the differences between what are right or wrong things to do in a given situation

Lesson Overview

Students role-play episodes and decide the right thing to do in each one.

Vocabulary

Right
Wrong
Situation

Suggested Materials

- Props for role-playing

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to understand the difference between right and wrong.

ACTIVITY/EXPERIENCE

1. Have students role-play the following episodes. You may have more than one group role-play each situation. After each set of role-plays, discuss and explain why each solution is right or wrong.

- Pretend that you see a toy that another child has lost. What is the right thing to do?
- Pretend that you broke a vase and your mother asks you if you did it. What is the right thing to do?
- Pretend that you see a child take something that belongs to another. What should you do?
- Pretend that someone you don't know asks you to get into their car with them. What should you do?

PROCESSING THE EXPERIENCE

Content Questions:

1. How do you think the teacher feels if someone takes something from his or her desk?
2. Is it right to disturb other people's things? Why or why not?
3. How should you act when you know a friend has lost a toy?
4. What do you say to Mom or Dad when they ask if you broke something?
5. Should boys and girls try to always do the right thing? Why or why not?

Personalization Questions:

1. Have you ever been in a situation where you didn't know what to do?
2. Have you asked for help from Mom or Dad or your teacher? Some other adult you trust?

CLOSURE

Say this prayer:

"Jesus, who showed me how to live, teach me how to always do the right thing. Amen."

—■—

Lesson 32

Topic
Moral Decision-Making

Student Objectives
The students will:

92. Explain how others can help us to be better people

Lesson Overview
Students listen to stories and decide how others can help us.

Vocabulary
Grow
Develop
Grown-up
Adult

Suggested Materials
- Feather

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to understand that they need to be helped by adults and other children.

ACTIVITY/EXPERIENCE
1. Seat the students in a group. Ask several to stand. Throw a feather in the air and ask them to blow to keep it afloat.
2. Explain to the students that the feather has no control, that they are controlling it. They are helping it to stay in the air.
3. Tell the class that sometimes in our own lives, we need help to do some things. We need to have the assistance of adults and our friends. We don't control our lives. We need the help of adults who care about us. Sometimes we are like the feather and we have to have help.
4. Have the students listen to this story:

Jim knew he should have gone straight home from school. He was supposed to go with his big brother, but he hid because he wanted to play on the swings. Soon it began to get dark. Mr. Brown, the custodian, saw Jim and asked him why he was still there. Jim told him his brother had left him.

5. Ask:
   - What did Jim do that was wrong?
   - Did he say exactly what happened?
   - How do you suppose Mr. Brown could help him?
6. Tell this story:

Someone broke the ends off all the pencils in the classroom. Mrs. Wright was upset and asked the children if they knew who did it. Mary knew, but she didn't want to tell on her friend.

7. Ask:
   - Did Mary help her friend?
   - What could Mary have done?
8. Have the class listen to this story:

Greta was in back of the school building and was crying. She wouldn't come in because she was afraid to tell her teacher why she was crying.

9. Ask:
   - What might be some reasons why Greta is afraid to tell?
   - What can Greta do?

PROCESSING THE EXPERIENCE

Content Questions:
1. Should we ever be afraid to tell adults what happened to hurt us?
2. Why should we tell grown-ups when something is wrong?
3. How could we let our friends and adults help us?

Personalization Questions:
1. Think about a time you did something you shouldn't have. Who helped you do the right thing?
2. Have you ever not told something that would help another?
3. Have you ever been afraid to tell your parents, teacher or another adult when something happened to you?

CLOSURE
Learn this poem:

Help

I'll help you.
You help me.
Then we'll see what a great world
this can be.

—■—

Lesson 33

Topic
Stress Management

Student Objectives
The students will:

117. Discuss the need for time for relaxation
118. Experience moments of relaxation
119. Discover how quiet activities can enrich our lives, e.g., listen to music, read, listen to a story, etc.

Lesson Overview
Students learn the concept of relaxing by experiencing hard play and quiet time.

Vocabulary
Relax
Relaxation
Relaxing

Suggested Materials
- Jump rope
- Balls
- Records (marching, instrumental music)
- "The Wheels on the Bus" (song)
- "Childhood's Greatest Hits" (record by Wright and Reimin, Rooster Records) or *Geraldine's Blanket* by Holly Keller (Greenwillow Books, 1984)

Teaching/Learning Activities

TEACHER'S ROLE
Assist children to understand why everyone needs quiet time to rest and help them to appreciate different ways of quieting down.

ACTIVITY/EXPERIENCE
1. Tell the class that they are going to learn an action song. The song is a lot of fun and they will enjoy the movements in the song.
2. Teach the song, "The Wheels on the Bus," and suit the actions to the words.

The Wheels on the Bus

The wheels on the bus go 'round and 'round,
'Round and 'round, 'round and 'round.
The wheels on the bus go 'round and 'round,
All through the town.

The people on the bus go up and down,
Up and down, up and down.
The people on the bus go up and down,
All through the town.

The money on the bus goes clink, clink, clink,
Clink, clink, clink, clink, clink, clink,
The money on the bus goes clink, clink, clink,
All through the town.

The driver on the bus says, "Move on back,
Move on back," etc.

The children on the bus say, "Yak, yak, yak,
Yak, yuk, yuk," etc.

The mothers on the bus say, "sh, sh, sh,
Sh, sh, sh," etc.

The wipers on the bus go swish, swish, swish,
Swish, swish, swish, etc.

The horn on the bus goes honk, honk, honk, etc.

The wheels on the bus go 'round and 'round,
'Round and 'round, 'round and 'round.
The wheels on the bus go 'round and 'round,
All through the town.

3. Ask: How do you feel after that long song?
4. Ask the class to listen to some music. Play a marching song and have the children march around the room (play yard).
5. Without stopping, organize children into groups for jumping rope and bouncing balls. (The purpose of these exercises is to have the children experience being tired.)

PROCESSING THE EXPERIENCE
Content Questions:
1. How do you feel?
2. Are you tired?
3. Do you need a drink of water?
4. Would you like to sit or lie down?

Lesson
33
Stress Management
(continued)

Personalization Questions:

1. What do you do when you are tired?
2. Has your mother or father ever said she or he was tired?
3. What did she or he do?

CLOSURE

We are now going to rest. Lie down on your mat and listen to some beautiful music. Close your eyes, listen and feel the quiet. Breathe slowly.

Everyone needs time to be alone, to relax, to be quiet. Even Jesus needed time to rest. He often left the group to go away and quietly pray and relax.

We need to have a time every day for relaxing. Sometimes we relax by listening to quiet, soft music. Sometimes we relax by reading or listening to a good story. Doing this makes us healthier and happier.

We sleep to give our bodies rest. Resting helps us stay healthy.

(Play lullabies from the record "Childhood's Greatest Hits," by Wright and Reimin, Rooster Records, or read the story, *Geraldine's Blanket.*)

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Lesson 34

Topic
Self-Safety

Student Objectives
The students will:

136. Learn that each person's body is a temple of the Holy Spirit
137. Discuss that they have parts of their bodies that are considered private and to respect these in self and others
138. Learn that all children are persons of worth and their bodies belong to them

Lesson Overview
Through stories and role-playing, children learn about the sacredness of their bodies.

Vocabulary
Private parts
Image
Temple of the Holy Spirit
Respect

Suggested Materials
- Dolls (boy and girl)
- Stuffed toys (dressed as a boy and girl)
- Pictures of a boy and girl baby

Teaching/Learning Activities

TEACHER'S ROLE
Develop in the children the understanding of the sacredness of their bodies and help them to know that they are persons who are good and lovable.

ACTIVITY/EXPERIENCE
1. Discuss:
   - God gave us a wonderful gift in our bodies.
   - Think of all the wonderful things our bodies help us do. (For example, walk, run, sit, play, study.)
   - Think of all the great things our bodies help us enjoy (e.g., eating, sleeping, singing).
   - We are made in the image and likeness of God. Because we are a child of God, our bodies are very special. God's life in us makes our bodies temples of the Holy Spirit. (Be sure they understand this term as a special place.) Being temples of the Holy Spirit means we are special and must take care of our bodies.
2. Ask the children to name some ways we take care of our bodies. (Elicit such answers as: eat, clothe, wash, care for.)
3. Have the class listen to this story:

Johnny was angry with Billy. He threw dirt on Billy and made his clothes dirty.

4. Ask: Did Johnny respect Billy as a person?
5. Tell this story:

Carmen and Juanita were fighting over their dolls. Carmen said her doll had prettier clothes than Juanita's had. Juanita tore the clothes off Carmen's doll. Then she took her doll's clothes off. "Now they are the same," said Juanita.

6. Ask:
   - Was what Juanita did right?
   - Should Carmen have teased Juanita?
   - Did Carmen and Juanita respect each other and each other's property?
7. Discuss:
   - We each are special.
   - Our bodies are special.
8. Have the children look at the pictures of the babies.
9. Ask:
   - Is it okay for a baby to wear only a diaper?
   - Could we run around in our underpants?
10. Explain that God made parts of our bodies very private. These parts we always keep covered and only our mothers and fathers, big brothers and sisters, those who take care of us and our doctors and nurses should see our private parts. And they see our private parts only when they need to help us. For example, when they help us get dressed, take a bath or are taking care of us when we are sick. Each of us is important and our bodies belong to us.

11. Have the class listen to this story:

Jim had new Ninja Turtle underwear. He wanted the kids in school to see it. He took off his pants at show-and-tell so they could all see it.

12. Ask: Was this right?
13. Tell this story:

Mary's friend wanted to undress Mary's little brother to look at his private parts.

14. Ask: Should Mary let her friend do that?
15. Explain that we keep our private parts covered. Have the class look at the dolls and stuffed animals. Ask them to see how they are all properly dressed. Add that we are all properly dressed.

PROCESSING THE EXPERIENCE

Content Questions:

1. Why are our bodies special?
2. What can our bodies do?
3. Why do we respect our bodies?
4. Is it important to keep parts of our bodies private?

Personalization Questions:

1. How do you take good care of your body?
2. How do you show respect for other people's bodies?

CLOSURE

Say this prayer:

"I am special as can be
Because God loves me."

Sing this song to the tune of "Frère Jacques":

I Am Special

I am special! (twice)
Yes, I am! (twice)
I am very special! (twice)
You are too! (twice)

■

Lesson 35

Topic
Self-Safety

Student Objectives
The students will:

138. Learn that all children are persons of worth and their bodies belong to them
139. Describe the differences between good touch and bad touch
140. Decide that it is all right to say no
141. Discuss who to go to for help if they are abused
142. Realize that they are loved persons who are deserving of respect

Lesson Overview
Through stories and role-playing, children learn to say "no" to bad touches and where to go for help.

Vocabulary
Good touch
Bad touch

Suggested Materials
- Poster with "NO" written in red and "YES" written in green
- Dolls (boy and girl)
- *Book of Hugs* by David Ross (Harper & Row, 1991)

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to realize what to do in order to show respect for self and others in difficult situations.

ACTIVITY/EXPERIENCE
1. Discuss:
   - Remember that we said our bodies are sacred?
   - We talked about our private parts. We keep them covered and only certain special people can see them for good reasons.
2. Have the class listen to this story:

The big boy was tickling Andy all over. At first, Andy was having fun. Then the big boy began to tickle Andy in his private parts. Andy felt funny and told the boy to stop. Andy ran home.

3. Ask:
   - Is it okay to play with our friends and feel happy? (Yes, that is good touching.)
   - Is it okay to play with our friends and feel funny or scared? (No, that is bad touching.)
4. Explain:
   - A touch, a hug, a kiss, a squeeze from someone who loves us and that makes us feel good, happy and safe is a good touch.
   - A touch, a hug, a kiss or a squeeze from someone who loves us or who is our friend and that makes us feel funny, scared or unhappy is a bad touch.
5. Tell this story:

A lady told Sally she was her friend and began to touch Sally all over. Sally didn't like it and said, "No." She ran home and told her mother.

6. Ask:
   - Did Sally do the right thing? (Yes.)
   - Should she have told her mother? (Yes.)
   - Did Sally do anything wrong? (No.)
7. For role-play situations using dolls, point to the word on the poster for the correct response, and have the children say it out loud.
   - Boy doll is touched in private parts. (Children say, "NO.")
   - Boy and girl doll play doctor and look at each other. (Children say, "NO.")
   - Mom puts dolls in tub for bath and washes them. (Children say, "YES.")
   - Girl doll takes off her clothes and runs around. (Children say, "NO.")
8. Explain that if someone, either a friend or a relative, tries to hurt them or touch them in a way that makes them feel funny, sad, afraid or ashamed, they

must tell their mom or dad or some grown-up who loves them.

9. Say that if this happens:
   - You are not to blame.
   - You did nothing wrong.
   - You are a good person.
   - You are loved.
   - You are important to me.
10. Tell the class that they can tell you anything. Emphasize that they are special and people need to treat them with respect. Remind them that they never have to do anything that makes them feel scared.

    Ask: Who else might you tell? (Parent, guardian, priest, principal, etc.)
11. Remind the students that God loves them very much, that each is a child of God and that each one is made in the image of God.

PROCESSING THE EXPERIENCE

Content Questions:

1. Does someone have the right to make you feel funny? (No)
2. What should you do? (Say "no" and tell someone you trust.)
3. Why are you and your body special? (Because God made me.)
4. Is it okay to say "no" if someone tries to give you a bad touch?

Personalization Questions:

1. Think to yourself: who would I tell if someone touched me and made me feel afraid?
2. Think to yourself: what would I say to someone who tried to touch me in my private parts?

CLOSURE

(Read parts of *A Book of Hugs.*) Say this prayer: "Thank you God, for making me special and for loving me."

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Lesson
36

Self Direction and Responsibility

Lesson 36

Topic
Self-Direction and Responsibility

Student Objectives
The students will:
153. Practice independent self-care skills

Lesson Overview
Students learn how important it is to be neat and clean.

Vocabulary
Care
Clean
Neat

Suggested Materials
- Hand mirrors or large mirror
- *Bill and Pete* by Tomi DePaola (G.P. Putnam's, Inc., 1978)
- "This Is the Way..." (song)

Teaching/Learning Activities

TEACHER'S ROLE
Enable children to learn about taking care of self.

ACTIVITY/EXPERIENCE
1. Prepare the children to listen.
2. Use the following dialogue and questions (or similar points):
   - Boys and girls, let's look in our mirrors. What do we see? (Accept responses.)
   - We are all good-looking boys and girls. We are neat and clean.
   - Let's look at our hair. (Pause.) Did we remember to comb our hair this morning?
   - Did we remember to wash our faces and brush our teeth?
   - What do we do when we have a cough? (Cover mouth.)
   - Let's learn some songs to help us remember these important things.
3. Sing and act out the "This Is the Way..." song from Attachment I..

PROCESSING THE EXPERIENCE
Content Questions:
1. Why do we comb our hair?
2. Why do we brush our teeth?
3. Why do we want to be clean?
4. Why do we cover our mouths when we cough?

Personalization Questions:
1. Think about taking care of yourself.
2. Do you think you can remember to do these things for yourself?

CLOSURE
(Read *Bill and Pete.*)

Let's see how many of our actions we can remember to do at home tonight and tomorrow morning: comb our hair, brush our teeth, wash our faces. (Ask how many remembered the next time the group meets.)

—■—

This is the Way…

This is the way we comb our hair,
comb our hair, comb our hair.
This is the way we comb our hair
so early in the morning.
This is the way we wash our faces,
wash our faces, wash our faces.
This is the way we wash our faces
so early in the morning.
This is the way we brush our teeth,
brush our teeth, brush our teeth.
This is the way we brush our teeth
so early in the morning.
This is the way we cover our mouths,
cover our mouths, cover our mouths.
This is the way we cover our mouths
whenever we have a cough.

Lesson
37

Self-Direction and Responsibility

Lesson 37

Topic
Self-Direction and Responsibility

Student Objectives
The students will:
154. Be responsible for materials they use
155. Experience making choices of activities
156. Experience rules and expectations at school and consequences which follow

Lesson Overview
Students experience the importance of order and following directions.

Vocabulary
Choice
Consequences
Rules
Responsible
Care

Suggested Materials
- Either *The Berenstein Bears and the Messy Room* by Stan & Jan Berenstein (Random House, 1983) or obtain the video or *Being Messy* by Joy Berry Danbury (Grolier Enterprises Corporation, 1988)
- "Pick Up Your Toys" (Attachment K)
- "I Can Help My Teacher" (Attachment K)

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to recognize the importance of cooperation and responsibility.

ACTIVITY/EXPERIENCE
1. Seat the children in a circle.
2. Read either *Being Messy* or *The Berenstein Bears and the Messy Room.*
3. Ask:
   - Why do we need to take care of our toys and other things?
   - What would happen if no one cared for our room and materials?
   - What rules do we have in our room? (List them on the board.)
   - Do we need rules for anything else?
4. Discuss the importance of sharing and caring for our things.
5. Have children get books, toys, materials from shelves and tables. (Permit them to show how they should be returned.)
6. Display puzzles that have pieces missing. Ask:
   - Why can't we finish the puzzle?
   - Was someone careless and now we cannot use the puzzle? (Consequences.)
   - What is the rule for taking care of our puzzles and other materials?
7. Tell the class that sometimes we have to decide what we want to do. Once we make our choice, we must complete the activity. We can only do one thing at a time. We all need to take turns and be responsible for our task.
8. Give the children the opportunity to choose an activity (e.g., story or record, paint or use clay or use this toy or another).
9. Permit the children to move about to complete the activity. Call time, and gather the class around you.

PROCESSING THE EXPERIENCE
Content Questions:
1. Did we follow the rules?
2. What would we do if we didn't follow the rules?
3. Look around. Is everything back in place?
4. Are all the materials neatly in place, all pieces in boxes, etc.?
5. Were we all good helpers?

Personalization Questions:
1. How do you feel when you've been a good helper?
2. Do you think you can be a good helper at home?

CLOSURE
Let's sing one of our songs. You may choose. (See Attachment K.)

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"PICK UP YOUR TOYS"

(Sing to tune of "Row, Row, Row Your Boat")

by Charron Sundman and Katie Doran

Help pick up your toys.
Pick up all the blocks.
Pick them up one by one.
Put them in the box.

Help pick up your toys.
Pick up all the books.
Place them all upon the shelf.
See how nice it looks.

Help pick up your toys.
Put them all away.
Now the floor is clean and safe.
We may go and play.

"I CAN HELP MY TEACHER"

(Sing to tune of "Frère Jacques")

by Debra Barger

I can help my teacher, I can help my teacher,
Pick up the toys, pick up the toys.
She will be so proud of me, she will be so proud of me,
When they're put away, when they're put away.

I can help my mother, I can help my mother,
Clean up my room, clean up my room.
She will be so proud of me, she will be so proud of me,
When it is done, when it is done.

I can help my father, I can help my father,
Do the wash, do the wash.
He will be so proud of me, he will be so proud of me,
When I help, when I help.

Lesson
38

Substance Abuse Awareness

Lesson 38

Topic
Substance Abuse Awareness

Student Objectives
The students will:

172. Describe the possible dangers of ordinary household substances
173. Explain the safety rules about ordinary household substances
174. Identify and evaluate safe and unsafe substances

Lesson Overview
Through demonstrations and role-playing, children become aware of unsafe substances.

Vocabulary
Poison
Harmful
Substance
Unsafe
Liquid
Powder

Suggested Materials
- Empty containers of household cleansers
- Empty medicine bottles
- Skull and crossbones symbol
- "Mr. Yuk" stickers or red poison stickers, if available

Teaching/Learning Activities

TEACHER'S ROLE
Teach children the dangers of certain products in the home.

ACTIVITY/EXPERIENCE
1. Display the containers, skull and crossbones symbol and poison stickers.
2. Seat the children in a circle facing the display.
3. Ask:
   - What do we know about the boxes and bottles on the stand?
   - How do we know they can hurt us? (The symbol or sticker warns us.)
4. Have the children listen to this story:

Judy was very thirsty. She saw a pretty blue bottle on the sink. She drank some of the liquid. It burned her mouth and she ran crying to her mother.

5. Ask:
   - What do you suppose Judy drank?
   - Was it good for her?
   - Did it hurt her?
   - Should you ever drink from a bottle when you aren't sure what it is? Why?
6. Tell this story:

The boys were running around in the yard chasing each other. Jose ran into the basement and got a squirt bottle. He squirted the other boys with it. It burned their eyes and skin and tasted awful. The boys got sick.

7. Ask:
   - Did Jose do something wrong?
   - Did he hurt his friends?
   - Do you think he meant to hurt them?
   - Was Jose playing safely?
8. Discuss:
   Each of these bottles of liquid or boxes of powder is used by Mom or Dad to clean our houses, our clothes or help our gardens. We never drink any of the liquid or taste any of the powder. They are dangerous substances and can harm us. Only adults can use these harmful products.
9. Display bottles of aspirin, cough medicine, other medications.
10. Have the children look at these bottles.
11. Ask such questions as:
    - Do you have any of these at home?
    - When does Mom use them for the family?
    - Is it all right for Mom to give us medicine?
    - Has Mom ever given you a pill from a bottle like this? (Hold up different bottles.)
    - Did you ever take this medicine when you had a cough?

- What do we know about these bottles and boxes?

12. Tell the class:
These medicines help us when we are sick or hurting. We should never take them ourselves. We tell Mom or Dad how we feel and they will give us what we need. Medicines can make us well, but they also can make us sick.
13. Hold up some soap. Will this hurt us if we taste it? (It won't taste good but a *very* small taste probably won't hurt us.)

PROCESSING THE EXPERIENCE

Content Questions:

1. Describe some things in our house which are dangerous to us.
2. What rules should we follow about these things?
3. Name some safe things.
4. Name some unsafe things.

Personalization Questions:

1. What would you do if you accidentally got into something unsafe?
2. What would you do if you saw a bottle but didn't know what it was?

CLOSURE

(Hold up each bottle or box.)

Point to each bottle or box as teacher holds it up and say:

"No! No! Poison!
It will hurt me!"

◆

Lesson 39

Topic

Substance Abuse Awareness

Student Objectives

The students will:

175. Explore the consequences of excess
176. Explain the importance of telling someone in authority when they or another person is hurt

Lesson Overview

Through demonstrations and role-playing, children become aware of unsafe substances.

Vocabulary

Poison
Harmful
Substance
Unsafe
Liquid
Powder

Suggested Materials

- "Eighteen Flavors" by Shel Silverstein (Attachment L) or *Berenstein Bears and Too Much Junk Food* by Stan and Jan Berenstein (Random House, 1985)

Teaching/Learning Activities

TEACHER'S ROLE

Help students to understand the consequences of excess and the importance of telling whenever someone is in danger.

ACTIVITY/EXPERIENCE

1. Seat the children so they are comfortable.
2. Have them listen to this story:

Barbara liked chocolate candy, cake and cookies. She would almost rather eat chocolate than anything else. One day after school she took a whole box of candy to her room and ate it all. It was so good. When her mother called her for supper, she couldn't eat. She was so sick.

3. Ask:
   - Is chocolate candy bad?
   - What was wrong with what Barbara did?
   - Should we eat a little chocolate now and then?
   - Did Barbara eat a little chocolate or a lot?
4. Tell the class that sometimes something good can make us very sick if we eat too much.
5. Tell this story:

John went to a party. The people had many kinds of ice cream and all kinds of toppings. John made many trips to the ice cream bar and ate lots of different kinds of sundaes. Soon his stomach began to hurt. Then he began to feel dizzy and the ice cream wanted to come up. He vomited all over his new suit and all over the floor. A friend ran to get John's mom to come and help him.

6. Ask:
   - Did the friend do the right thing? Why?
   - What made John sick?
   - Is ice cream harmful to us?
   - Should we never eat ice cream sundaes at a party?
7. Role-play.
   - Have children act out attending a party.
   - Pass an imaginary box of candy around and have children demonstrate how much to take.

CLOSURE

(Read "Eighteen Flavors" or *The Berenstein Bears and Too Much Junk Food.*) Ask students: "How much is too much?"

—■—

Eighteen Flavors

by Shel Silverstein

Eighteen luscious, scrumptious flavors–
Chocolate, lime and cherry,
Coffee, pumpkin, fudge-banana,
Caramel cream and boysenberry,
Rocky road and toasted almond,
Butterscotch, vanilla dip,
Butter-brickle, apple ripple,
Coconut and mocha chip,
Brandy peach and lemon custard,
Each scoop lovely, smooth, and round,
Tallest ice-cream cone in town,
Lying there (sniff) on the ground.

From Shel Silverstein's *Where the Sidewalk Ends.* © 1974 by Evil Eye Music, Inc. Reprinted by permission of HarperCollins Publishers.

Lessons 40-41

Topic

Describing and Expressing Feelings

Student Objectives

The students will:

204. Identify and express positive and negative feelings
205. Explain that all people have a variety of feelings, both pleasant and unpleasant
206. Share their feelings with others in appropriate ways

Lesson Overview

Students talk about feelings and share their feelings about different experiences. They identify different feelings and ways to share them.

Basic Information

This lesson is suggested for two days prior to "Closure" in order to provide students with several examples.

Vocabulary

Happy
Angry
Anger
Hurt
Surprised
Sad

Suggested Materials

- *Sing, Pierrot, Sing* by Tomi DePaola (Harcourt Brace, 1983)
- *Whose Mouse Are You?* by Robert Kraus (Macmillan, 1970)
- "If You're Happy and You Know It" (song)
- Feeling Faces (Attachment M)
- Felt for flannel board (cut out)

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to understand that feelings are okay.

First Day:

ACTIVITY/EXPERIENCE

1. Tell the class that everyone has feelings. Sometimes we are happy, sad, angry, hurt, surprised. All feelings are okay.
2. Ask the children: Can you tell me about something that made you sad? Happy? Angry? Hurt? Surprised?
   Discuss.
3. Have the children identify the happy, sad, angry, surprised faces you hold up.
   (Make faces out of construction paper, using Attachment M.)
4. Give each child pictures to cut out.
5. Ask the class to listen to these stories. Tell them that we want to tell if they are happy, sad, angry or surprise stories.
   Have children respond by holding up a face if they have one which applies.

- Mary had a new doll. Billy grabbed it and broke the doll's arm. How did Mary feel? (Angry or sad.)
- Daddy brought home a big box. Sounds came from the box. Jerry opened it and found a puppy. How did Jerry feel? (Happy or surprised.)
- John's friend, Joey, was moving away. How did John feel? (Sad.)
- Tom ran into the house and stopped suddenly. He couldn't believe it. There was a new bike in the living room. How did Tom feel? (Happy or surprised.)

PROCESSING THE EXPERIENCE

Content Questions:

1. All feelings are all right. We need to know how to tell someone how we feel. Who could we tell? (Mom, dad, brother, sister, friend, teacher, etc.)
2. What are some good ways to show we are happy? (Smile, laugh, say thanks, play, etc.)
3. What are some good ways to show we are angry? (Talk about it, sometimes cry, etc.)

Personalization Questions:

1. Do you tell someone when you feel bad?
2. How would you tell someone when you are happy? Sad? Angry? Or surprised?

CLOSURE

(Read: *Sing, Pierrot, Sing.*)

(Teach the song, "If You're Happy and You Know It" and actions.)

Let's learn the song, "If You're Happy and You Know It, Clap Your Hands."

If you're happy and you know it,
clap your hands.
If you're happy and you know it,
clap your hands.
If you're happy and you know it,
Then your face will really show it.
If you're happy and you know it,
clap your hands.
If you're sad and you know it,
wipe your eyes (etc.).
If you're angry and you know it,
stomp your feet (etc.).

Second Day:

ACTIVITY/EXPERIENCE

1. Redistribute "Feeling Faces" (Attachment M).
2. Remind the class that we've talked about some special feelings and we made some faces to go with happy, sad, angry and surprised feelings.
3. Have the class show how they feel today. (Children hold up a face. Note any sad or angry faces.)
4. Place the faces on the felt board and display. Point to them and have children identify them. Ask the children:
   - What makes Mom or Dad happy? Sad?
   - What makes you happy? Sad?
   - What makes Mom or Dad angry?
   - What makes you angry?
   - What makes Mom or Dad surprised?
   - What makes you surprised?
5. Share with the class what makes you happy, angry, sad, and surprised.
6. Remind the children that we all have feelings and they are neither good nor bad. We need to share how we feel with someone who loves and cares for us.

PROCESSING THE EXPERIENCE

Content Questions:

1. What kinds of feelings do we have?
2. Are all of these feelings okay? (Yes.)

PERSONALIZATION QUESTIONS:

1. What are some ways you show that you are happy?
2. What are some ways you show that you are angry?

CLOSURE

(Read *Whose Mouse Are You?*)

Sing "If You're Happy and You Know It."

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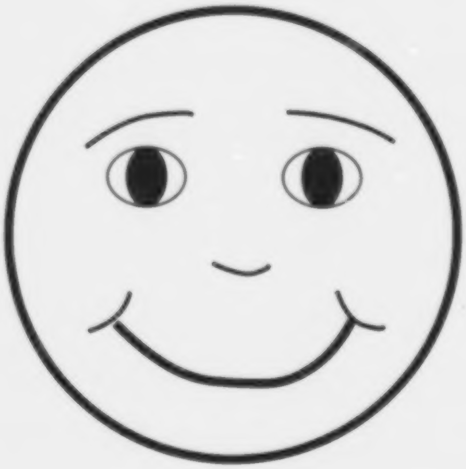
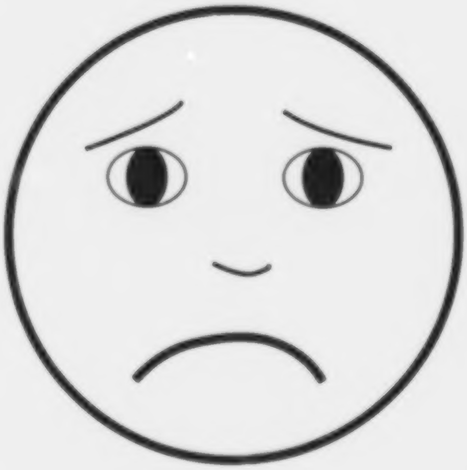
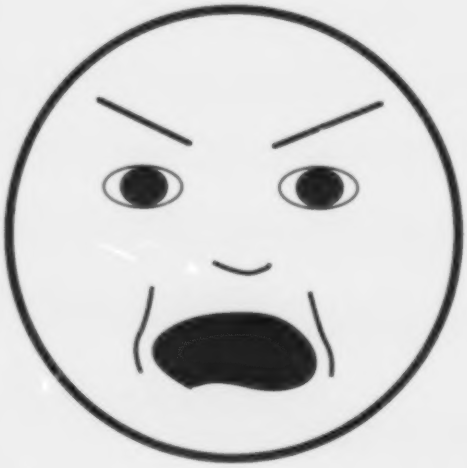
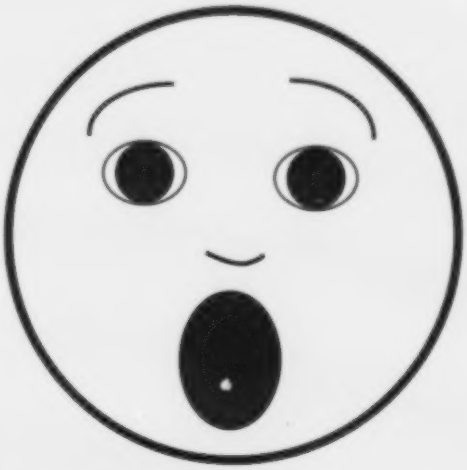
Attachment M - Lessons 40-41 (Level A)

FEELING FACES









Lesson 42

Topic
Conflict Resolution

Student Objectives
The students will:

218. Explain that God wants us to be friends with all
219. Identify examples of conflict in their own lives
220. Explain the value of respecting the needs and feelings of others

Lesson Overview
Students listen to a story, make paper doll friends and discuss how to solve fights with friends.

Vocabulary
Peaceful
Conflict
Friendship

Suggested Materials
- *The Three Friends* by Robert Kraus (Dutton, 1975)
- *I Need a Friend* by Sherry Kafka (Houghton Mifflin, 1991)
- *I Was So Mad* by Mercer Mayer (Western Publishing Company, Inc., 1983)
- Construction paper to make a chain of children — one for each child (fold the paper accordion-style and draw a picture of a boy or girl on the folded paper, with hands and feet out to the edge on one side)

Teaching/Learning Activities

TEACHER'S ROLE
Enable children to understand the importance of being a friend and working out differences.

ACTIVITY/EXPERIENCE
1. Have the children sit in their listening position.
2. Read *I Need a Friend.*
3. Ask:
   - Why did the little girl need a friend?
   - Have you ever felt alone?
   - Have you ever needed someone to play with?
4. Tell the class that God wants us to be a friend and to have many friends. A friend is someone we can be happy with and have fun with. A friend helps us and we help the friend.
5. Give the children the accordion-folded paper to cut out. Tell them they will have a surprise when they finish. (Paper children will be attached in a chain and they will have a string of friends.)
6. Call attention to the fact that the children's hands are attached. (Friends hold hands.)
7. Tell the class that sometimes boys and girls are friends and sometimes they fight.
8. Have the class listen to this story:

Dan and Joe are good friends. One day Dan wanted to play with trucks and Joe wanted to play soldier. Dan said Joe always got his own way. They began to call each other names and began to hit each other.

9. Tell the class that sometimes boys and girls get angry and want their own way. They hurt each other's feelings by calling names. They fight and hurt each other's bodies. They can break and tear up another's toys.
10. Ask:
    - Is this the way Jesus wants us to act?
    - Were both Joe and Dan wrong? Why?
    - How could they have solved the problem?
11. Tell this story:

Jenny and Sue were best friends. They went everywhere and did everything together. They didn't play with anyone else. One day they got into a fight over dolls. Both girls began saying mean things to each other. They began to pinch and hit each other.

Lesson

42

Conflict Resolution

(continued)

12. Tell the class that sometimes best friends get tired of being together so much. They get tired of playing with only one person.
13. Ask:
    - What should Sue and Jenny do?
    - How can they avoid fighting?
    - Where could they go to get someone to help them not fight?
14. What conflicts (problems) do children your age have?

PROCESSING THE EXPERIENCE

Content Questions:

1. With whom does God want us to be friends?
2. How can we settle things when we disagree?
3. Why is it important to think of how others feel?

Personalization Questions:

1. When do you have a hard time getting along with others?
2. How do you show others you care for them?
3. How do you solve the problem when you fight with someone?

CLOSURE

(Read *The Three Friends.*)

Say a quiet prayer thanking God for friends.

◆

Lesson 43

Topic

Conflict Resolution

Student Objectives

The students will:

221. Discuss the steps of peacemaking (conflict resolution) and practice the process in daily situations
222. Practice different ways of resolving conflict (compromise, consensus, mediation)
223. Practice using prayer and reflection in handling conflicts

Lesson Overview

Children are asked to recall the previous lesson on friendship. They suggest ways the children in the stories could have handled their problems without fighting.

Vocabulary

Peaceful
Conflict
Friendship

Suggested Materials

- Art paper for drawing
- List of rules

Teaching/Learning Activities

TEACHER'S ROLE

Enable students to learn ways of handling conflict without fighting.

ACTIVITY/EXPERIENCE

1. Ask the class: Do you remember the story about "Joe and Dan" and the one about "Jenny and Sue"?

   Follow up by discussing what happened.
2. Tell the class that it is best for everyone if we can solve problems without fighting.
3. Have students name some good rules and tell why they are good. (Some possible ones are listed below.)

- Try to avoid fighting.
- Try not to call others names.
- Try not to say mean things.
- Don't hit.
- Ask your mom or dad to help you.
- Stay away from people who make you angry.
- Try to find out why you get so angry.

4. Tell the children that they can solve problems without getting angry and fighting. We want to be peaceful.

   Instead of fighting, what are some things we can do? (Some possible ones are listed below.)

- Walk away and be quiet.
- Count to 10.
- Ask the other person to talk to you.
- Listen to the other person.
- Tell the other person how you feel.
- Try to understand.
- Show respect for each other.
- Decide what to do about the problem.
- Solve the problem by:
  - doing what the other person wants;
  - the other person doing what you want;
  - both of you giving in and doing something else;
  - asking your mom or dad to help you decide how to settle the problem;
  - remembering to ask Jesus to help us to be kind.

5. Explain that if both people give in a little, this is called a compromise. Compromising is better than fighting.
6. Have the children practice getting along with each other.

- Ask for volunteers to be Dan and Joe and show how they could have acted.
- Let children act out the story.
- Ask for volunteers to be Sue and Jenny and show how they could have acted.
- Let children act out the story.

7. Propose various situations and have children act them out. For example:

- two children wanting the same book/toy/space
- two children wanting to play a game in different ways.

8. Ask the children to say why they responded as they did.

9. Give children a sheet of drawing paper each and ask them to first draw a picture of two children disagreeing. Then have them draw how they could act.

PROCESSING THE EXPERIENCE

Content Questions:

1. What are some steps or things we can do to make peace? (Review those from the lesson.)
2. Can all problems be solved? Why or why not? (No. Sometimes one person doesn't want to solve it, it might be too big, etc.)

Personalization Questions:

1. How do you solve disagreements?
2. Is there someone you need to solve a problem with today? What might you do?

CLOSURE

Say this prayer: "Jesus, help me to be a friend. Help me always to remember to be as kind and loving as you are."

—■—

Lesson 44

Topic

Cultural Similarities and Differences

Student Objectives

The students will:

237. Experience a variety of cultures through music, art, food

Lesson Overview

Children are exposed to stories, customs and foods of other cultures.

Background Information

Children are naturally curious about children who are different in looks, language, customs. We need to bridge this gap by learning about these differences. This is particularly important now because of the influx of families from other countries.

Vocabulary

Alike
Different
Same

Suggested Materials

- Materials depicting students' ethnic background (have them provide or describe pictures, recipes, dress, dances, customs of their ancestors) (Materials from The Holy Childhood Association and Maryknoll may be helpful..)
- Pictures, materials and stories that depict different cultures
- Globe or map
- Construction paper and crayons
- Records, tapes
- A variety oi books chosen from among the following: *Christmas in Noisy Village* by Astred Lindgren and Don Wikland (The Viking Press, 1965); *Mr. Fong's Toy Shop* by Leo Politi (Macmillan, 1978); *On Mother's Lap* by Peggy Parish (Harper Junior Books, 1972); *Hawk, I'm Your Brother* by Byrd Baylor (Scribner, 1976); *Momo's Kitten* by Mitsu Yashima and Taro Yashima (Penguin, 1977); *Amigo* by Byrd Baylor Schweitzer (Macmillan, 1973); *When Panda Comes to Our House* by Helen Zane Jensen (Dial Books, 1985); *Why Are People Different?* by Barbara Shoah Hozen (Western Publishing, 1985); *Louie* by Ezra Jack Keats (Greenwillow, 1983)

Teaching/Learning Activities

TEACHER'S ROLE

Help children to respect the customs and foods of people who are different from them.

ACTIVITY/EXPERIENCE

1. Seat the children in small groups.
2. Ask them to look at each other and say how they are different and alike. (Or, have them place their hands in a circle and discuss how they are alike and different.)
3. Choose several children with different ethnic backgrounds (e.g., black, Chinese, Japanese, Native American).
4. Using a large globe or map, point out where their families came from. Talk about the country. Talk about why they came to America.
5. Discuss how important they are to us and what gifts they brought to our country.
6. Read a variety of stories about specific ethnic groups. Choose from among:
   - Native American — *Hawk, I'm Your Brother*
   - Eskimo — *On Mother's Lap*
   - Chinese-American — *Mr. Fong's Toy Shop*
   - Japanese-American — *Momo's Kitten*
   - Chinese — *When Panda Comes to Our House*
   - Hispanic — *Amigo*
   - Black — *Louie*
   - Multi-cultural — *Why Are People Different?*
7. Discuss each book chosen. Ask the children to tell what was different from their lives and what was the same.

Lesson
44

Cultural Similarities and Differences

Lesson

44

Cultural Similarities and Differences

(continued)

8. Call attention to the pictures of children with different ethnic backgrounds. Study the dress, the places they live (e.g., desert, rain forest) and what they are doing. Discuss how and why it is different from their lives.
9. Using records or tapes, play music typical to the Chinese, Japanese, African or Hispanic cultures. Have the children listen and hop, march or step to the music.
10. Talk about the children's favorite foods. Show pictures of and discuss ethnic dishes. Encourage parents to bring in a taste of their food for the children.

PROCESSING THE EXPERIENCE

Content Questions:

1. Who made all people?
2. Is everything that God made good?
3. Is it great that we are all different, yet alike?
4. Name the ways we are alike and different.
5. How should we treat each other?
6. Do some boys and girls wear different kinds of clothes in their countries?
7. Do some boys and girls listen to different kinds of music?
8. Do some boys and girls eat different kinds of food?
9. Do some boys and girls look different from some of us?
10. Look at the pictures again. Did God make all of these people?

Personalization Questions

1. Does God love all of these people and want you to love them?
2. How should you treat people who are different from you?

CLOSURE

Draw a picture of your left and right hands. Then cut pictures from magazines or books of different people, dress, food, etc. Paste them on the hands. Join hands at thumb or little finger to make a long chain to go around the room.

(Explain that we are all brothers and sisters, made by God and loved by God. We treat all God's people with respect and care for them.)

—■—

Lesson 45

Topic
Loss

Student Objectives
The students will:

254. Experience the life cycle of the plant
255. Discuss that birth, growth and death are part of every life (plants, animals, persons)

Lesson Overview
Students listen to stories and discuss God's plan for His creatures.

Vocabulary
Life cycle
Die
Accident
Life

Suggested Materials
- Pictures depicting seasons
- Adult and baby pictures
- Adult and baby animal pictures
- Picture of three stages of plant (Attachment N)
- Flowers at different stages of development (seed catalogs are good sources)
- *The Accident* by Carol Carrick (Houghton Mifflin, 1973)
- *Grandpa's Slide Show* by Deborah Gould (William Morrow & Co., 1987)
- Other books, as desired: *My Very Special Friend* by Lucille Hein (Judson Press, 1974); *How Chicks Are Born* by Bruce Grant (Rand McNally, 1967); *Seeds and More Seeds* by Millicent Selsam (Harper & Row, 1959)

Teaching/Learning Activities

TEACHER'S ROLE
Help children to understand that all of God's creatures have a life cycle.

ACTIVITY/EXPERIENCE
1. Have the children seated at tables or in a circle.
2. Hold up the pictures of the plant stages (Attachment N)—a seed, some growth and then full growth.
3. Let's put these pictures in order.
   - Which one is first, second and third?
4. Explain that this is how flowers, fruits and vegetables grow.
5. Have the children look at some pictures of flowers at different stages of development (from catalogs).
6. Ask:
   - Which are just beginning to grow? (Call attention to color, size.)
   - Which are full grown?
   - Which fruits and vegetables are ready to eat?
   - What happens to plants after they've lived a while?
7. Present them with pictures of animals, baby and parent. Have them match the parent with the baby.
8. Discuss how baby animals grow to be adults and become parents.
9. Explain that animals get old, get sick and die. This is God's plan. We call it the life cycle.
10. Read *The Accident*.
11. Ask:
    - How do you think the little boy felt? (Sad.)
    - Do we feel sad when a pet dies? (Yes.)
    - Is it okay to feel sad? (Yes.)
    - Have you ever had a pet die by accident, as the result of an illness, or because it was old?
12. Tell the class that we know that all animals are born, grow and then die. This is God's plan for life and it is good.
13. Explain that God gave us fruits and vegetables to help us grow. This is part of God's plan for life and it is good.

Baby animals are born, grow big like their parents and then die. Seeds grow and become beautiful flowers, fruits or vegetables and then die. This is all part of God's plan for life.

We were babies. We grow big like our moms and dads and when we are old, we die. This is part of God's plan for life.

God's plan for life is that all creatures are born, live and die.

14. Have the class listen to this story:

"Why can't Granddad come home," said Billy. His mother said, "Granddad is very sick and the doctor wants him in the hospital so he can take care of him." "I'm big, and I can take care of him," said five-year-old Billy. "I love Granddad and I want him here," he said. Mom said, "I know Billy, but Granddad is very sick."

That night, Jesus called Billy's granddad to heaven. Jesus said, "Come home, Granddad, to life forever." Billy was so sad when Mom told him. He cried and cried. But that was okay because we can cry when someone we love dies. But, we can be happy, too, because we know that dying means going on to a new life with Jesus. That is all part of God's plan for life.

PROCESSING THE EXPERIENCE

Content Questions:

1. Did Billy want his granddad to get well? (Yes.)
2. Was it all right for Billy to cry? (Yes.)
3. Is it all right for us to be sad when someone we love dies? (Yes.)

Personalization Questions:

1. What plants, animals or people in your life have died?
2. What did you do to show how you felt?

CLOSURE

(Read *Grandpa's Slide Show.*) How do you feel after this story?

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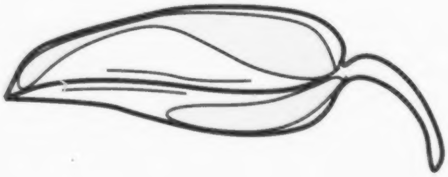
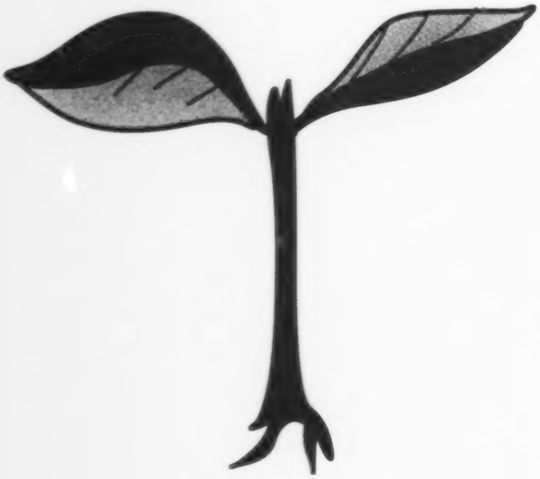
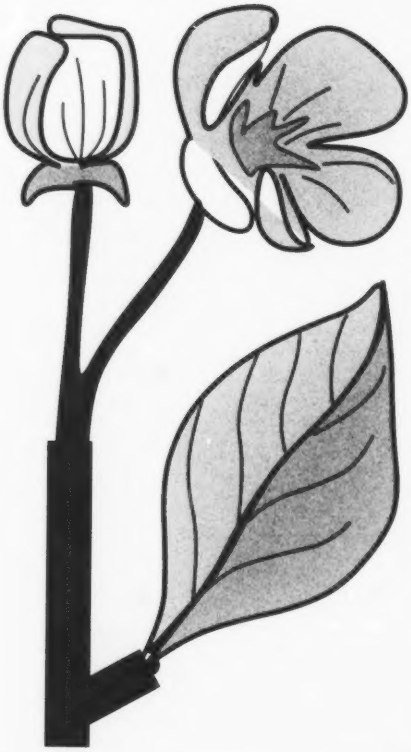
Attachment N - Lesson 45 (Level A)







Lesson 46

Topic
Individual Differences

Student Objectives
The students will:
271. Describe how each person may react differently to the same situation

Lesson Overview
Students react to several stories about children in various situations.

Vocabulary
Happy
Scared
Frightened
Sad
Teased

Suggested Materials
- Feeling Faces (from Attachment M, Lessons 40-41)

Teaching/Learning Activities

TEACHER'S ROLE
Help students to recognize that we are all different and have different feelings and experiences.

ACTIVITY/EXPERIENCE
1. Seat the children in a comfortable position and distribute "Feeling Faces" (Attachment M).
2. Tell the class that they will listen to some stories, but before that, they should think about some things. Have them put the faces down in front of them and then hold up a face which shows how they feel about each word:
   - Sunshine
   - Rain
   - Spider
   - Ice cream
   - Bug
   - Dog
   - Snake
   - Party
3. Explain that children will react differently. Some boys and girls will like bugs, spiders and snakes. Others will squeal and make faces.
4. Explain that sometimes we have reasons for the way we act. Tell this story:

The dog was very big. Mary saw it and began to cry. Ann went up to the dog and petted it.

5. Ask:
   - Was it wrong for Mary to cry? (No.)
   - Why do you think she cried? (She was afraid of dogs.)
   - Why do you think Ann was able to pet the dog? (She liked dogs.)
6. Have the class listen to another story:

Peggy was building a tall, tall building. Her brother, Fred, ran into the room and knocked it down. Peggy was very angry with her brother.

7. Ask:
   - Was Peggy right to get angry with her brother?
   - Why do you think she got so angry? (Because she worked hard and her brother spoiled her work.)
   - Was Fred right in what he did? (If he did it on purpose, no.)
8. Tell this story:

It was Paulo's birthday. He was very excited because his dad was coming to see him. He was all ready for his dad, the candles on the cake were lit and Paulo was looking out the window for his father. He never came. Paulo became angry and pushed his cake on the floor.

9. Ask:
   - Would you do what Paulo did? Why? Why not?
   - How do you think Paulo felt?
   - Was it right for him to do that?
   - Have you ever felt like Paulo?
10. Explain that sometimes things happen that are not our fault. We feel very upset. Sometimes we are angry. Sometimes we want to hurt someone or

something. When this happens, we need to tell someone how we feel.

11. Have students think about this story:

The boys were running around the playground holding a rubber snake. Some of the children laughed at them. Other children ran away screaming and some were crying.

12. Ask:
    - Why do you think some boys and girls were laughing?
    - Why were some boys and girls running away and crying?
    - Should the boys have teased them?
    - Was it all right for some children not to like being teased?

PROCESSING THE EXPERIENCE

Content Questions:

1. Does everyone react the same way when something happens?
2. Tell us some examples.
3. Is this okay? Why or why not?

Personalization Questions:

1. What makes you scared? Does that same thing scare everyone else?
2. What makes you happy? Does this make everyone happy?

CLOSURE

All boys and girls are different. What makes some happy, sad, frightened or angry does not make all feel this way. We must respect and care about others.

Say this prayer: "Jesus, I want to remember to treat all boys and girls the way I want to be treated. Help me to respect others' feelings."

—■—

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Yehl Marta, Suzy. *Rainbows for All God's Children.* Rainbows for All God's Children, Inc., 1111 Tower Road, Schaumburg, IL 60173.

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Lesson 1	Ets, Marie. *Just Me* (Viking Press, 1965).
Lesson 2	Brown, Myra Berry *Best Friends* (Golden Gate, 1975).
Lesson 4	*Choose one:*
	Greenfield, Eloise. *She Came Bringing Me That Little Baby Girl* (Lippincott, 1974).
	Keats, Ezra Jack. *Peter's Chair* (Harper Junior Books, 1967).
	Titherington, Jeanne. *A Place for Ben* (Greenwillow, 1987).
Lesson 5	Kraus, Robert. *Leo, the Late Bloomer* (Crowel Junior Books, 1971).
Lesson 8	Udry, Janice May. *What Mary Jo Shared* (Scholastic Books, 1970).
Lesson 9	Kraus, Ruth. *I'll Be You, You Be Me* (Harper & Row, 1954).
Lesson 13	Heine, Helme. *Friends* (Aladdin Books, 1982).
Lesson 18	Anglund, Joan Walsh. *A Friend Is Someone Who Likes You* (Harcourt Brace, 1958).
Lesson 19	Butler, Dorothy. *My Brown Bear Barney* (Greenville Books/William Morrow & Co., 1989).
	Label, Arnold. *Frog and Toad Are Friends* (Harper & Row, 1979).
Lesson 20	*Choose one:*
	Ancona, George. *Helping Out* (Ticknor and Fields, 1985).
	Hoberman, Mary Ann. *A House Is a House for Me* (Penguin Books, 1982).
Lesson 22	*Choose one:*
	Bunting, Eve. *The Wednesday Surprise* (Clarion Books, 1989).
	Eastman, P.D. *Are You My Mother?* (Beginner Books, 1962).

Lesson 24	*Choose one:*
	McCloskey, Robert. *Make Way for Ducklings* (Viking Press, 1976).
	Zolotow, Charlotte. *A Father Like That* (Harper & Row, 1971).
Lesson 33	Keller, Holly. *Geraldine's Blanket* (Greenwillow Books, 1984).
Lesson 35	Ross, David. *Book of Hugs* (Harper & Row, 1991).
Lesson 36	DePaola, Tomi. *Bill and Pete* (G.P. Putnam's, Inc., 1978).
Lesson 37	*Choose one:*
	Berenstein, Stan and Jan. *The Berenstein Bears and the Messy Room* (Random House, 1983).
	Danbury, Joy Berry. *Being Messy* (Grolier Enterprises Corp., 1988).
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Lesson 40	DePaola, Tomi. *Sing, Pierrot, Sing* (Harcourt Brace, 1983).
Lesson 41	Kraus, Robert. *Whose Mouse Are You?* (Macmillan, 1970).
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	Kraus, Robert. *The Three Friends* (Dutton, 1975).
	Mayer, Mercer. *I Was So Mad* (Western Publishing Co., 1983). *
Lesson 44	*Choose a variety of these; not all are needed:*
	Baylor, Byrd. *Hawk, I'm Your Brother* (Scribner, 1976).
	Hozen, Barbara Shoah. *Why Are People Different?* (Western Publishing, 1985).
	Jensen, Helen Zane. *When Panda Comes to Our House* (Dial Books, 1985).
	Keats, Ezra Jack. *Louie* (Greenwillow, 1983).
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	Parish, Peggy. *On Mother's Lap* (Harper Junior Books, 1972).
	Politi, Leo. *Mr. Fong's Toy Shop* (Macmillan, 1978).
	Schweitzer, Byrd Baylor. *Amigo* (Macmillan, 1973).
	Yashima, Mitsu and Taro. *Momo's Kitten* (Penguin, 1977).
Lesson 45	Carrick, Carol. *The Accident* (Houghton Mifflin, 1973).
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*Optional

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FAITH, FAMILY and FRIENDS

Catholic
Elementary
School
Guidance
Program

VOLUME

3

LEVEL B
PARTS 1 & 2

Suggested
For Grades
1 and 2

National Catholic
Educational Association

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FAITH,
FAMILY
and FRIENDS

Catholic Elementary School Guidance Program

Volume 3
LEVEL B, PARTS 1 & 2

Suggested for Grades 1 and 2

By Antoinette Dudek, OSF

National Catholic Educational Association
Washington, D.C.

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FAITH, FAMILY AND FRIENDS

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Foreword

Doctor, encourager, comforter, social worker and counselor are among the many roles of teachers today. These are the expanded roles of teachers, in addition to that of academic instructor. The National Catholic Educational Association, in response to the demands on the teacher in these expanded roles, offers this elementary guidance curriculum. *Faith, Family and Friends,* a Catholic elementary school guidance program, is a support and guide for the classroom teacher.

This project, sponsored by the Supervision, Personnel and Curriculum section of the Chief Administrators of Catholic Education Department, with the assistance of the Department of Elementary Schools, began in the summer of 1990. Representatives from each of these departments designated topics, designed a format and selected qualified writers. The fruit of their dreaming and planning, with support from the Michael McGivney Fund, is this six-volume guidance program which extends from early childhood through eighth grade. *Faith, Family and Friends* is a resource that assists teachers to provide a warm, nurturing learning environment for the healthy development of children who bring Christ into the world.

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Preface

The Religious Dimension of Education in a Catholic School states that the Catholic school "must help each of the students to actually become the 'new creature' that each one is potentially, and at the same time prepare them for the responsibility of an adult member of society" (#100). ***Faith, Family and Friends,*** a Catholic elementary school guidance program, aids the teacher in accomplishing this for students from early childhood through grade eight. The program is infused with gospel values and sound human development principles presented in a spiral approach.

We owe a great deal to the many educators who contributed to this program, which allows teachers to pull together the many aspects of classroom guidance which they are asked to address with their students. ***Faith, Family and Friends*** provides a foundation to help many students in Catholic elementary schools become fully alive.

Sister Mary Leanne Welch, PBVM
Editor

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Introduction

Faith, Family and Friends is intended to be used by classroom teachers in Catholic schools. The role of the teacher is to enable students to "freely and responsibly respond to God's call to choose life."

The series consists of six volumes:

Volume 1	Program Manual
Volume 2	Level A Early Childhood/ Kindergarten
Volume 3	Level B, Parts 1 and 2 Grades 1 and 2
Volume 4	Level C, Parts 1 and 2 Grades 3 and 4
Volume 5	Level D, Parts 1 and 2 Grades 5 and 6
Volume 6	Level E, Parts 1 and 2 Grades 7 and 8

Eighteen strands, or topics, are included in the series:

- Understanding Self and Others
- Courtesy and Respect for Others
- Communication
- Friendship
- Family
- Moral Decision-Making
- Stress Management
- Time Management
- Self-Safety
- Self-Direction and Responsibility
- Substance Abuse Awareness
- Describing and Expressing Feelings
- Conflict Resolution
- Cultural Similarities and Differences
- Loss
- Individual Differences
- Christian Sexuality
- HIV/AIDS

This manual, Volume 3, contains the materials needed to teach Level B. It is intended for Grades 1 and 2.

A review of the literature relating to the classroom teacher's role in a developmental guidance program finds general agreement that teachers have an important function. The nature of the teacher's function involves creating a student-centered classroom climate, knowing and communicating with students individually, being accepting and challenging, leading guidance activities, providing information and consulting with other personnel.

Competencies required for guidance teachers are considered under three headings: attitudes, skills and concepts. Authors give the strongest emphasis to the teacher's personal qualities and attitudes as prerequisites for fostering student affective growth. Teachers who are self-aware and self-confident and who can establish a genuine, warm relationship with students, expressing interest, empathy, acceptance and positive regard, are considered more likely to be effective guidance teachers.

Concepts important for guidance teachers include an understanding of: normal development, group dynamics, individual needs, self-esteem, indicators of distress and an overview of affective education concepts.

Skills identified as essential for guidance teachers include: communication, classroom management, crisis intervention and skills that foster self-esteem, self-control and student independence by teaching problem-solving skills and decision-making skills.

The attitudes, concepts and skills stated above describe the competencies necessary for a guidance teacher. They also describe the competencies necessary for a classroom teacher. This supports the premise that the classroom teacher is the one to teach developmental guidance. It is the classroom teacher who has the most opportunity to establish a value-based, psychologically safe environment in which young people can interact in a manner conducive to their

Introduction

growth as mature Christians who will assist with the transformation of the world. It is the classroom teacher who has the constant contact with students which can promote bonding among students and between teacher and students.

It is the classroom teacher who can integrate

— values and guidance,
— student interactions between classes and guidance,
— guidance applications in other disciplines and
— other disciplines in guidance

and thus enhance the growth of the total person.

To do this, it is vital that guidance teachers be prepared for each lesson. They not only need to study the suggested procedures and adapt them to their students, but also must think ahead and be prepared with responses for possible student comments or questions. Although teachers will not be able to predict all responses from students, they will be able to foresee many of them and need to think through, before class, how they will respond.

Teachers also need to assure students that their responses will be handled confidentially, and students need to be taught and reminded to do the same.

Faith, Family and Friends expresses and fosters Christian values, yet in no way is it intended to replace religion class. Guidance class complements religion class and is intended to reach a range of topics and attitudes beyond those covered in the formative and informative aspects of religion class.

Using this program should not preclude using other materials as well. Supplementary materials can be used to expand or replace given lessons. It is important, however, to assure that students have exposure to all topics listed in the scope and sequence.

Two topics are included in this curriculum for which additional materials are necessary:

HIV/AIDS: Objectives are listed within the scope and sequence and referenced within each level. Teaching materials for these lessons are found in *AIDS: A Catholic Educational Approach to HIV*, NCEA, 1992.

Christian Sexuality: Objectives are listed within the scope and sequence and referenced within each level. Teaching materials for these lessons are to be chosen by the local school, according to the needs of its given clientele.

Resources

James W. Costar. *Focus on Improving Middle School Guidance Programs* (East Lansing, Mich.: Michigan Association of Middle School Educators, 1988).

Bonita Dahlhauser. "Developmental Guidance: Teacher Role and Competencies." Unpublished Research Paper, University of Northern Iowa, Cedar Falls, Iowa, 1985.

Robert D. Myrick, et al. *The Teacher-Advisor Program: An Innovative Approach to School Guidance* (Ann Arbor, Mich.: ERIC Clearing House on Counseling and Personnel Services, 1990).

Rosalyn Oratz, et al. *Guidance Every Day: A Helping Manual for Teachers of Grades 4-6* (Brooklyn, N.Y.: New York City Board of Education, 1986).

Philosophy

The basic mission of the Catholic school is the same as that of the church, to proclaim the good news of salvation brought into the world through Christ Jesus. That good news announces that every person is uniquely created by a loving God who sent Jesus to show how much that same God loves each person.

Therefore, each person is lovable and worthy of love and affection.

All people, as they grow and mature in love, need help in realizing their full potential as children of God. This elementary guidance program is one attempt to help children achieve maturity in their relationship with God, with self, with others and with all of creation. It is both developmental and preventative, and meant to be integrated within the total school program.

In *The Religious Dimension of Education in a Catholic School*, the church states that human development alone is not sufficient for happiness. Thus, Christian education does not aim for maturity without faith. Rather the principal aims of education within the church are:

> *. . . that as the baptized person is gradually introduced into a knowledge of the mystery of salvation, he or she may daily grow more conscious of the gift of faith which has been received . . . What characterizes a Catholic school, therefore, is that it guides students in such a way "that the development of each one's own personality will be matched by the growth of that new creation which he or she became by baptism." We need to think of Christian education as a movement or a growth process, directed toward an ideal goal which goes beyond the limitations of anything human. At the same time the process must be harmonious, so that Christian formation takes place within and in the course of human formation. The two are not separate and parallel paths; they are complementary forms of education which become one in the goals of the teacher and the willing reception of the students. The Gospel notes this harmonious growth in the child Jesus.*

The document goes on to emphasize the gradual development of every student, so that each may attain "an integral formation within a context that includes the Christian religious dimension and recognizes the help of grace." This formation will only happen if teachers "unite their educational efforts in the pursuit of a common goal. Sporadic, partial or uncoordinated efforts ...will interfere with rather than assist in the students' personal development" (#98-99).

In concert with the church's teaching, this guidance program is built on the following principles:

1. Through Baptism and the other sacraments, the young person has an intimate relationship with the loving God.
2. Like all Christians, the young person is called to respect life in all its forms.
3. Because of God's gift of freedom, the young person can grow responsibly into self-direction.
4. The Catholic school is concerned with facilitating, enabling and assisting young people to grow in their ability to freely and responsibly choose life and development.

Specifically, the school will help young people:

1. Know themselves better and positively accept who they are.
2. Form positive and enduring interpersonal relationships.
3. Improve their decision-making skills.
4. Use their abilities and skills for their own happiness and for the good of others.
5. Achieve self-direction and self-discipline according to their own maturity.
6. Begin to see life and learning as an interconnected whole, aimed at loving God and serving neighbor.

This guidance program presumes that many of the topics presented in the lesson plans also are covered using the same principles in other subject areas, specifically

religion, social studies, science and language arts. The program will be successful because of excellent teachers and because of school practices which reinforce its principles.

It also presumes that the Catholic school is a place of joy and enthusiasm, promise and hope, healing and forgiveness—all based on the love Jesus has shown to the church.

How to Use This Program

To assist teachers with their busy schedules, *Faith, Family and Friends* is designed to be flexible to meet each teacher's need. Three options for use are:

1. For those schools which have a regular guidance time in their schedule, lessons would be most appropriately used during that time frame. If there are two 30-to-45-minute time slots per week, most of the lessons could be used. If less time is allotted, teachers will need to do year-long planning to determine which lessons and topics they wish to include.
2. For those schools which do not have a regular time slot for guidance, lessons could be integrated into other subject areas and disciplines, e.g., use the lessons on friendship in language arts when stories or themes center on friendship; use substance abuse awareness lessons in science; use stress management in physical education, etc.
3. A third option would be a combination of the two mentioned above. If there is a regular guidance class, but it is limited in time (e.g., one 30-minute lesson per week), some lessons could be taught during that time frame, while the remaining ones could be integrated into subject areas or disciplines.

The sequence of lessons can be used as presented or can be rearranged according to local needs. Each topic stands independent of the others. Lessons may be extended or shortened depending on options a teacher chooses as well as the amount and degree of student response or interaction. In some cases, two days are suggested for one lesson in order to provide more activities before processing the experience.

The *Faith, Family and Friends* manual provides all the basic resources a teacher needs to implement the program. Each of the lessons follows the same format:

Topic

This identifies the topic to which the lesson belongs. Each topic will have from one to seven lessons at a given time. In some les-

This program is designed to be used in either a graded or multi-aged situation. Schools which are graded could use the following format:

Early Childhood/ Kindergarten	**Level A**	
Grade 1	**Level B,**	**Part 1**
Grade 2	**Level B,**	**Part 2**
Grade 3	**Level C,**	**Part 1**
Grade 4	**Level C,**	**Part 2**
Grade 5	**Level D,**	**Part 1**
Grade 6	**Level D,**	**Part 2**
Grade 7	**Level E,**	**Part 1**
Grade 8	**Level E,**	**Part 2**

Schools which are multi-aged could use or adapt the following format:

Early Childhood/ Kindergarten		**Level A**				
Grades 1-2	**Year I:**	**Level B,**	**Part 1**	**Year II:**	**Level B,**	**Part 2**
Grades 3-4	**Year I:**	**Level C,**	**Part 1**	**Year II:**	**Level C,**	**Part 2**
Grades 5-6	**Year I:**	**Level D,**	**Part 1**	**Year II:**	**Level D,**	**Part 2**
Grades 7-8	**Year I:**	**Level E,**	**Part 1**	**Year II:**	**Level E,**	**Part 2**

sons, Lesson 1 for example, objectives from more than one topic have been included in order to provide for better integration of concepts.

Student Objectives

This section identifies the specific objectives for each lesson, i.e., what is the student to know, do or be like at the end of the lesson. The number of the objective refers to the listing in the total scope and sequence chart found in Volume I.

Lesson Overview

This paragraph gives a short summary of student activities and experiences during the lesson. It can give teachers a basis for judging whether this lesson is appropriate for their particular students this year.

Reading through the overviews of each lesson in sequence will give the user a feel for the total content of a year's work. Reading the lesson overviews of other levels will give the user a feel for the development of the various topics. The lesson overview also will help the teacher review content of lessons he or she has previously taught.

Basic Information/Vocabulary

The basic information portion gives the teacher information or viewpoints helpful for putting together the total lesson. It may alert the teacher to watch for specific student responses, remind the teacher to check specific local resources, give helpful factual background information, or relate this lesson to the student's developmental stage.

The vocabulary section will need to be adjusted by individual teachers as needed for their students. Some students will have no need to have the words explained, others will have to have words explained which have not been identified. In lieu of this, words have been identified but each teacher will need to supply necessary definitions appropriate to his or her students.

Suggested Materials

Any materials used in the lesson are identified in this section. Handouts and attachments are included with many of the lessons. Handouts (numbered in consecutive order within each level) are intended to be duplicated and distributed to students for use during the lesson. Attachments (lettered alphabetically within each level) are intended for teacher use or for use by one or two students. Other items will be everyday school materials. In cases where a literature story is not available, others can readily be substituted. Literature books and suggested songs are listed in each lesson. A master list is provided in the "Resources" section, which follows the last lesson.

Teaching/Learning Activities

The **"TEACHER'S ROLE"** is designed to assist the teacher to stay constantly aware of his or her role as a teacher of guidance. This role is to be a facilitator, assistant or guide, and sometimes an "input" person. Although input is necessary, it is more important for the teacher to establish a setting in which students experience a situation, process the knowledge, feelings and attitudes involved and choose growth as a result.

The **"ACTIVITY/EXPERIENCE"** gives the students a common experience which provides the basis for accomplishing the objectives. The "Activity/Experience" establishes the framework for the message and content of the lesson.

"PROCESSING THE EXPERIENCE" is divided into two parts, Content and Personalization. The ***Content Questions*** assist students to verbalize and clarify what they have learned in regard to the objectives. The ***Personalization Questions*** help students apply the lesson to their personal lives. These latter questions can be used in a variety of ways: quiet reflection, class discussion, journaling and others. It is important that the individual teacher decide for his or her class which method is best. For some classes, students would be psychologically safe enough to share very openly with their peers on personal applications. Other groups would be very uncomfortable with this type of sharing, and therefore journaling might be better. For some, writing may not

enhance the application, and quiet reflection might be appropriate. In addition to variances in classes and groups, there also will be variances according to topic and students' experience with the topic. In planning the lesson, the teacher needs to decide which method of using this portion of the lesson best meets the needs of his or her students at this time.

The teacher also needs to think ahead and be prepared with responses for possible student comments and questions. Although teachers will not be able to predict all responses from students, they will be able to foresee many of them and need to think through, before class, how to respond.

"CLOSURE" helps students bring together the experience and application of that experience. At times it ends with the end of the class; at other times it may carry over into an action or reflection during the coming days.

Possible Extension Activities

These are included for some lessons to broaden the learning and application. Some could be used in another class on the same topic, while others may be independent applications or connections.

It is vital that, as teachers plan to use the lessons in *Faith, Family and Friends,* they use their own creativity to assure that the students can accomplish the objectives. Teacher creativity and adaptation are essential if students' needs are to be met.

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Level B

Part 1 / Part 2

Suggested for use with Grades 1 and 2

Objectives — Scope and Sequence

PART 1

Lesson	Objective Number* and Objective	
		Understanding Self and Others
		The students will:
1	1.	Demonstrate age-appropriate self-discipline
	4.	Identify and share their feelings
	5.	Understand that each person is a loved and loving person
2	6.	Verify that their growing is helped by others
	7.	Articulate their feelings about growing
		Courtesy and Respect for Others
		The students will:
3	19.	Explain reasons for having and following lunchroom, playground, assembly, church and classroom rules
	20.	Recognize through words and actions the presence of Christ in each one of us
4	21.	Include peers in games, activities, playtime
	22.	Respect others by working so as not to disturb them
5	23.	Defend the role of people in authority, for example, principal, police, crossing guards, monitors, parents, clergy, teachers, government officials
		Friendship
		The students will:
6	49.	Discover that sharing work, play and other things can lead to friendship
7	50.	Describe the qualities of Christian friendship
8	51.	Show appreciation to peers and friends

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Lesson	Objective Number* and Objective	
		Conflict Resolution
		The students will:
9	219.	Identify examples of conflict in their own lives
	221.	Discuss steps of peacemaking (conflict resolution) and practice the process in daily situations
	224.	Defend the value of peacemaking
10	218.	Explain that God wants us to be friends with all
	220.	Explain the value of respecting the needs and feelings of others
	223.	Practice using prayer and reflection in handling conflicts
	225.	Be open to the perspective of others in conflict situations
11	226.	Identify those aspects of conflicts which they can and cannot control
	227.	Practice a group process for resolving conflict
		Family
		The students will:
12	68.	Identify family celebrations, special occasions
	69.	Tell their parents or guardians they love them
13	70.	Explain that adults in some families consist of: mother and father, a mother only, a father only, grandparents, or step-parents
		Christian Sexuality
		The students will:
14	288.	Discuss the role of parents
	289.	Discuss that babies are born of a loving and sharing married couple
15	290.	Discuss that passing on life is part of God's plan
	291.	Demonstrate respect for their own bodies and those of others
16	284.	Appreciate the human body as part of God's creation
	292.	Demonstrate that one has respect for life
		HIV/AIDS
		The students will:
17	318.	List ways in which they can help others who are sick
18	319.	Identify ideas for playtime at school and at home as either "safe" or "dangerous"
19	320.	Name significant adults with whom they can share secrets and important information

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Lesson	Objective Number* and Objective	
		Moral Decision-Making
		The students will:
20	93.	Identify the number of decisions they make
	94.	Verify the inevitability of making choices in life
	95.	Explain how each decision has consequences
21	96.	Practice making decisions in a school setting
	98.	Explain the role of prayer/reflection in moral decision-making
		Self-Safety
		The students will:
22	137.	Discuss that they have parts of their bodies that are considered private and to respect these in self and others
	138.	Learn that all children are persons of worth and their bodies belong to them
	139.	Describe the differences between good touch and bad touch
	142.	Realize that they are loved persons who are deserving of respect
23	143.	Describe verbal abuse and distinguish it from correction
	144.	Verify that most correction and punishment is not abuse
24	141.	Discuss who to go to for help if they are abused
	145.	Explain the importance of reporting abuse until they are believed (for self and others)
	147.	Explain strategies to protect oneself
		Self-Direction and Responsibility
		The students will:
25	157.	Take responsibility for completing school work and using time well
	158.	Accept responsibility for doing their own work in order to learn
26	159.	Recognize that learning and satisfying curiosity are a benefit to the individual and the group
	160.	Experience being part of a team to accomplish a task
		Substance Abuse Awareness
		The students will:
27	175.	Explore the consequences of excess
	177.	Identify and choose healthy ways of feeling good
	178.	Explore the effects of advertising on making choices

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Part 1 Objectives

Lesson	Objective Number* and Objective	
	* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual	
28	172.	Describe the possible dangers of ordinary household substances
	179.	Discuss the use and abuse of medicine
		Cultural Similarities and Differences
		The students will:
29	238.	Explain that they are all children of God who are alike and different
	239.	Verify that people are not all alike and differences can be good
30	237.	Experience a variety of cultures through music, art, food
	240.	Experience and learn from persons with disabilities in order to appreciate them and their gifts

Part 2 Objectives

Part 2

Lesson	Objective Number	Objective
		Individual Differences
		The students will:
1	269.	Identify ways in which they are special and unique, as created by God
	270.	Tell how differences are good
	271.	Describe how each person may react differently to the same situation
2	272.	Describe differences in physical attributes, such as size, weight, limitations
	273.	Explain how some people stereotype what boys and girls can do
		Courtesy and Respect for Others
		The students will:
3	19.	Explain reasons for having and following lunchroom, playground, assembly, church and classroom rules
	20.	Recognize through words and actions the presence of Christ in each one of us
4	21.	Include peers in games, activities, playtime
	22.	Respect others by working so as not to disturb them
5	23.	Defend the role of people in authority, for example, principal, police, crossing guards, monitors, parents, clergy, teachers, government officials

Lesson	Objective Number* and Objective	
		Friendship
		The students will:
6	52.	Treat others respectfully
7	53.	Verify that friends help people grow
8	54.	Describe how a variety of friends can help us grow in different ways
		Describing and Expressing Feelings
		The students will:
9	205.	Explain that all people have a variety of feelings, both pleasant and unpleasant
	207.	Know they are a loved and loving person
10	208.	Practice appropriate ways to share their feelings with their parents and other adults
11	209.	Identify that behavior affects feelings and feelings affect behavior
		Family
		The students will:
12	68.	Identify family celebrations, special occasions
	69.	Tell their parents or guardians they love them
13	70.	Explain that adults in some families consist of: mother and father, a mother only, a father only, grandparents, or step-parents
		Christian Sexuality
		The students will:
14	288.	Discuss the role of parents
	289.	Discuss that babies are born of a loving and sharing married couple
15	291.	Demonstrate respect for their own bodies and those of others
16	292.	Demonstrate that one has respect for life
		HIV/AIDS
		The students will:
17	321.	Demonstrate an understanding of life as a gift and identify the responsibilities that result from that gift
18	322.	Explain in simple terms the meaning of the word "contagious"

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Lesson	Objective Number* and Objective	
19	323.	Test criteria for evaluating behavior as good/bad, safe/dangerous, kind/selfish
		Communication *The students will:*
20	36.	Describe appropriate times to speak for oneself and on behalf of others
	37.	Classify what should and should not be repeated
21	38.	Explain the importance of listening to peers
	39.	Discuss the use of appropriate and inappropriate words
		Self-Safety *The students will:*
22	138.	Learn that all children are persons of worth and their bodies belong to them
	142.	Realize that they are loved persons who are deserving of respect
23	137.	Discuss that they have parts of their bodies that are considered private and to respect these in self and others
	139.	Describe the differences between good touch and bad touch
24	140.	Decide that it is all right to say no
	145.	Explain the importance of reporting abuse until they are believed (for self and others)
		Self-Direction and Responsibility *The students will:*
25	157.	Take responsibility for completing school work and using time well
	158.	Accept responsibility for doing their own work in order to learn
26	159.	Recognize that learning and satisfying curiosity are a benefit to the individual and the group
	160.	Experience being part of a team to accomplish a task
		Substance Abuse Awareness *The students will:*
27	175.	Explore the consequences of excess
	177.	Identify and choose healthy ways of feeling good

Lesson	Objective Number* and Objective	
28	178.	Explore the effects of advertising on making choices
	180.	Identify the harmful effects of smoking or chewing tobacco
		Loss
		The students will:
29	256.	Discuss experiences of loss (moving from friends, death of a pet or loss of a treasured object)
	257.	Describe how experiences of loss are common to everyone
30	255.	Discuss that birth, growth and death are part of every life (plants, animals, persons)
	258.	Discuss the feelings people have when they experience a loss

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

LEVEL B
PART 1

Lessons 1-30

Lesson 1

Topic
Understanding Self and Others

Student Objectives
The students will:

1. Demonstrate age-appropriate self-discipline
4. Identify and share their feelings
5. Understand that each person is a loved and loving person

Lesson Overview
Children listen to a song about feelings and then role-play happy and sad times. Each child makes a "feelings box," which illustrates personal feelings. This box is used during the week to practice age-appropriate responses to their own feelings and feelings of others. At the end of the week, each child can take the box home to practice the skill in the family.

Basic Information
The young child experiences many feelings during the day at school and play. The teacher promotes awareness of one's own and others' feelings by modeling and using positive guidance techniques. Set clear limits and involve the child in establishing appropriate responses to others. Allow time for mastery by repeating the lesson song and activity during the week.

If time is limited, the "Personalization Questions" could be used as the "Closure" activity. The next lesson could continue with the "Closure" and "Possible Extension Activities" sections.

Vocabulary
Feelings
Happy
Sad
Rejoice
Personal

Suggested Materials
- Record player
- Record of "Show Me Your Smile" by Joe Wise or words to the song (Attachment A)
- Scissors
- Chalkboard
- Chalk
- Glue or stapler
- Crayons, markers
- Pencil
- "My Feelings Box" (Handout #1)

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to identify feelings and relate them to their actions.

ACTIVITY/EXPERIENCE
1. Prepare the children to listen.
2. Tell them that they will be asked to recall feeling words at the end of the song.
3. Play "Show Me Your Smile" by Joe Wise. If the music is not available, read the words (Attachment A) to the children or choose another appropriate song.
4. Set up a role-play, using this situation: Mother tells you that you can have a birthday party.
5. Ask:
   - How do you feel?
   - How do you treat your mother?
   - How do you treat others when you are happy?
6. Set up a role-play, using this situation. Mother (or Dad) tells you that you will not have a birthday party.
7. Ask:
   - How do you feel?
   - How do you feel like acting?
   - How do you feel like treating others when you are sad?

   (If inappropriate behaviors are mentioned, engage children in offering alternate behaviors in response to the feeling.)

PROCESSING THE EXPERIENCE
Content Questions:

1. What feeling words did you hear in the song? (Accept all responses, but write "happy" and "sad" next to one another

Lesson 1
Understanding Self and Others

on the chalkboard when the words are offered.)

2. When do you feel happy? (Point to the word. Let children respond.)
3. When do you feel sad? (Point to the word. Let children respond.)

Personalization Questions:

1. How do you act when you are sad?
2. How can you help a sad person feel better?
3. How can you be happy when others are happy?

CLOSURE

Now you will have a chance to draw some feelings on the "feelings box."

Put scissors, crayons, markers and pencil on your work area.

(Hold up the sheet with the "feelings box" and demonstrate how to cut on the exterior lines of the box and flag. Distribute the handout to each child and have them begin work.)

When you receive your paper, cut on the lines of the box and flag. Print your name on numeral 1. Draw pictures of any feelings you would like on numerals 2, 3 and 4. For example, you might draw a happy face, a sad face, an angry face, etc.

(Circulate, assist and observe. When children have completed cutting and drawing, demonstrate how to make holes with a pencil.)

When you have finished, make a hole with a pencil. Attach the sides of the box with glue or stapler.

Then color your flag any color and attach it to the picture which best describes your present feelings.

Put all materials away. The boxes will be used again tomorrow.

Possible Extension Activities

1. The day following the lesson, direct the children to place their "feelings boxes" on their work areas and attach their flags to the picture which best describes their present feelings.
2. Write "HAPPY," "SAD" and "OTHER" on the chalkboard and display the count under each.
3. Ask:
   - How can we rejoice with the happy people today?
   - How can we help the sad people today?
4. Demonstrate how to share the "feelings box" with someone.
   The rules are:
   - One person tells another about the feelings picture which he or she has flagged.
   - The other person looks, listens and responds:
     "Thank you for sharing that feeling."
     "I am glad you feel ________."
     "I am sorry that you are feeling ________."
5. Children share their boxes with a person next to them. This activity may be repeated at appropriate times during the day or week.
6. At the end of the week, write a brief explanation of the "feelings box" to parents. Insert it into each child's "feelings box" to take home.

■

"SHOW ME YOUR SMILE"

Show me your smile.
Let it dance for a while,
On your face.
What a place for a smile to be,
On your face, on your face.

Show me your frown.
Make it sad like a clown.
When you're down,
You can frown, it's okay with me,
When you're down, when you're down.

I wanna know when you're happy.
I wanna know when you're sad.
Papa told me that's the way it all started,
With the best friend he ever had.

Show me your rocks,
That you keep in your box,
By your head,
On your bed, with your bottle tops,
At the head of your bed.

I wanna see what you're savin'.
I wanna hold what you hold.
Mama told me that all of these treasures,
Are better than dollars and gold.

Show me your smile.
Let it dance for a while,
On your face.
What a place for a smile to be,
On your face, on your face.

Show me your smile.

Show me your smile.

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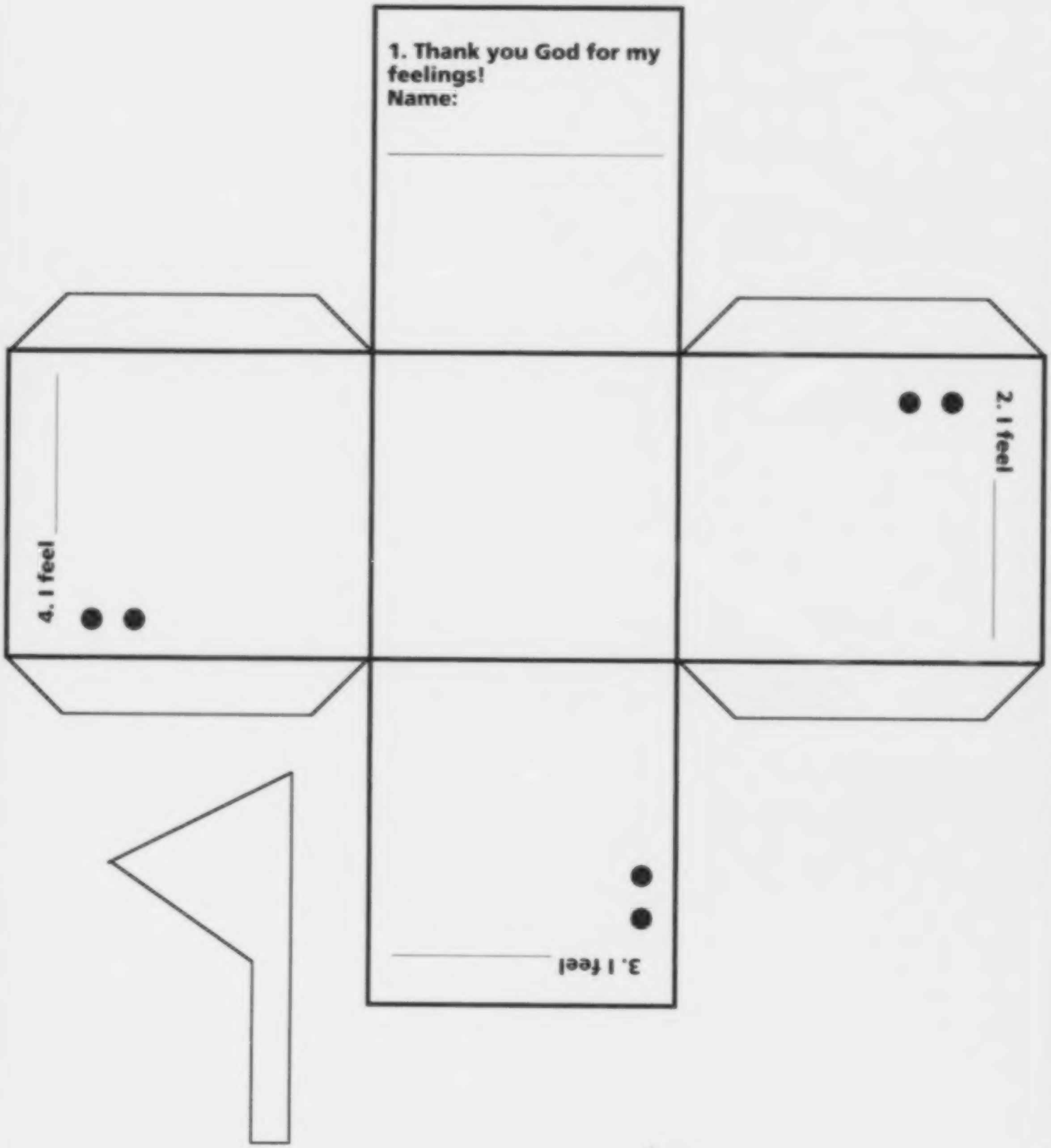
Handout #1 - Lesson 1 (Level B, Part 1)

MY "FEELINGS BOX"


1. Thank you God for my feelings!
Name:
2. I feel
3. I feel
4. I feel

Lesson 2

Topic
Understanding Self and Others

Student Objectives
The students will:

6. Verify that their growing is helped by others
7. Articulate their feelings about growing

Lesson Overview
Students make a growth chart about their peers. They discuss how they have grown and who has helped them grow. They think about how it feels to grow and list ways they want to continue growing.

Basic Information
Primary children are still in the pre-operational stage of cognitive development. To help them appreciate the growth they have achieved, it is important to help young children talk about their growth and achievements. You might have students share things they can do now that they couldn't do earlier, e.g., tie their shoes, eat with a fork, get dressed by themselves, etc. Some children need to be encouraged to talk about the things they can do independently.

Vocabulary

Grow	Tall	Short
Independent	Responsible	Peers
Affirmation		

Suggested Materials
- Growth chart made on large paper (one for each group)
- Measuring stick or tape
- Crayons and markers
- Chalkboard and chalk

Teaching/Learning Activities

TEACHER'S ROLE
Help students to understand what it means to grow and to discuss the changes that have taken place in their minds and bodies since they first started school.

ACTIVITY/EXPERIENCE
1. Divide the class into groups of four.
2. Make a growth chart for each group. Use a large piece of paper, making a slot for each child in each group.
3. Have every child write or draw something about each person which shows how he or she has grown since school began. (This growth could be in reading, math, science, prayer, art, manners, height, loss of teeth, etc.)
4. Introduce discussion of the "Content" and "Personalization" questions as a prayerful reflection of thanksgiving for the gifts of each individual in the group. Using the charts as a basis, discuss the questions.

PROCESSING THE EXPERIENCE
Content Questions:
1. What ways have we seen others grow? (Taller, happier, smarter, etc.)
2. What or who has helped others to grow? (Hard work, teachers, friends, care of self, etc.)

Personalization Questions:
1. Who helps you grow?
2. How can you help someone else grow?
3. How does it feel to grow?

CLOSURE
Make a chart on the board with the teacher and the class. In the first column, list ways you would like to continue to grow. In the second column, list who might help you.

Possible Extension Activity
Encourage students to share this growth reflection at home. A variation of the activity might be to provide each student with an envelope for every family member. After the student decorates each envelope and writes the names or initials of his or her family members on the outside of the envelopes, have each insert his or her personal message of affirmation for each family member. Some examples might be: Mom, I like the way you cook; Susie (my sister), I love to play with you; etc.

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Lesson 3

Topic

Courtesy and Respect for Others

Student Objectives

The students will:

19. Explain reasons for having and following lunchroom, playground, assembly, church and classroom rules
20. Recognize through words and actions the presence of Christ in each one of us

Lesson Overview

A brief classroom discussion and role-play period prepares the children for a "field trip." The teacher and a helper escort the children to prearranged locations on campus. Appropriate behavior is dramatized and complimented. Upon return to the classroom, the teacher helps the children recall each location and its rules. Students have a chance to choose respectful responses to various situations.

Basic Information

Active learning assumes that children experience an event. The teacher can plan many aspects of a positive experience. In this courtesy lesson, it is important to:

- check the scheduled stops in advance
- clear the schedule for each location
- prepare a list of school procedures and rules before the "field trip" and
- schedule the playground last so that children can stay and play.

Vocabulary

Rules
Safe
Respect

Suggested Materials

- Scheduled appointments for each location
- "I Would Say..." (Attachment B)
- *Make Way for Ducklings* by Robert McCloskey (Viking Press, 1976) — [optional]

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to formulate and experience rules for acceptable group behavior.

ACTIVITY/EXPERIENCE

1. Have the children clear their work spaces and prepare to listen.
2. Have the class think of the places that we go together when we are in school.
3. Ask for responses. Write all responses.
4. When finished, circle those locations you plan to visit.
5. Tell the class that when we respect one another, we show through words and actions that Christ is in each of us.
6. Ask:
   - When lots of people are together in one place, how can we show that we care for one another?
   - How can we show that we respect one another?
7. Let children respond. Conclude by formulating examples of rules from the group responses. Say, "These are rules: listen, take turns, pick up litter, etc."
8. Ask the class why we have rules and let the children respond. Summarize by saying that we have rules so that we can be happy and safe.
9. Have the children pretend that they are on the playground and ask them what rules will make us happy and safe. Select two children to role-play.
10. Select children to role-play acceptable behavior for each of the locations that are scheduled for the "field trip."
11. Have the children line up now for the trip to ______.
12. In each location, practice the school routine and rules. Compliment acceptable behavior. Select children to offer compliments to the group.
13. During the church visit, say a prayer and sing a song. In the cafeteria, introduce the person in charge and ask him or her to explain the rules there. Ask how we can help. On the playground, demon-

strate safety with a small group before everyone is free to play.

14. Return to the classroom quietly.

PROCESSING THE EXPERIENCE

Content Questions:

1. Where did we go first? Recall the rules.
2. Where did we go next? What were the rules there?
3. Then where did we go? What were the rules there?
4. Where else did we go? What were the rules in each of those locations?
5. Why do we have these rules? (To respect others, to be happy, to be safe.)

Personalization Question:

What things can you do on the playground to show respect for others, that is, to show that you see Christ in each person?

CLOSURE

Think about what you would say in each of the situations the teacher presents. Tell the class and give the reasons for your choice.

(Read one or more of the scenarios from the "I Would Say..." attachment. Let a variety of students respond, giving reasons for their choices. Do as many as time permits.)

Possible Extension Activities

1. During religion class, expand on the scripture message in Matt. 7:12 or Matt. 25:31-40.
2. Invite the cafeteria supervisor into the classroom to compliment the children on acceptable behavior.
3. Prior to assembly or church services, review appropriate behavior with the class. Encourage children to respect their peers by sharing a word of praise or prayer with them. Suggestions: "I'm glad you were next to me during the school assembly; I prayed for you and your family"; etc.
4. Encourage students to write rules they would enforce in the classroom, assembly or church if they were in charge. This activity will offer the classroom teacher insights about which children are rigid or free in their interpretation of the rules.

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I WOULD SAY...

IF I WERE THE TEACHER...

1. Henry is one of your classmates. He is angry that he was not chosen to participate in a play during the school assembly. He is frustrated and does not want to attend the play. If you were the teacher, what would you say to Henry?

IF I WERE THE TEACHER...

2. Two girls in the classroom do not get along well. One is very neat and the other one is very messy. This is a problem because they sit next to each other. The girl who is neat has friends who make fun of the girl who is messy. If you were the teacher, what would you say to each of these girls?

FRIEND TO FRIEND...

3. Ashley always brings new toys to school with her. Sometimes she takes small dolls to church with her and plays with them when the teacher is not looking. This bothers you because you usually sit next to her. As a friend, what do you want to say to Ashley?

IF I WERE THE TEACHER...

4. Sammy has a habit of pushing other children. Everybody in class has told him that they really don't like this about him, but he seems to have gotten worse, not better. If you were the teacher, what would you say to Sammy to get him to stop pushing others?

FRIEND TO FRIEND...

5. Pat has a habit of slapping children on the back when he sees them on the playground. Because of this, he doesn't have too many friends. You feel sorry for Pat, but you don't like it when he slaps you on the back, either. As a friend, what would you say to Pat?

Lesson 4

Topic

Courtesy and Respect for Others

Student Objectives

The students will:

21. Include peers in games, activities, playtime
22. Respect others by working so as not to disturb them

Lesson Overview

A select group of children demonstrate an activity. Each child articulates feelings associated with being a participant or not being a participant. All children become engaged in a group activity.

Basic Information

Children at this age need to develop a strong sense of self-worth. They also long to be accepted by their peers. Group activities should allow for success, not competition.

Vocabulary

Participant	Cooperation
Competition	Self-worth

Suggested Materials

- Small bag
- Courtesy Club Cards (Attachment C)

Teaching/Learning Activities

TEACHER'S ROLE

Establish a climate in which students are comfortable demonstrating skills and sharing feelings.

ACTIVITY/EXPERIENCE

1. Select eight children to demonstrate a game. Have the rest of the class observe respectfully while the eight children sit in a circle and create a cumulative story.
2. Begin by having the first child say, "One day I was taking a trip to my grandmother's house so I packed my suitcase (use a small bag as a prop) and took _____ (name one item)."
3. Have the first child pass the bag to another child, skipping the person directly next to him or her. Have every other child repeat the previous item and add their own. At the end, four of the eight children have participated.
4. Repeat the game and let those who were passed over the first time play.
5. At the conclusion, ask each child:
   - How did you feel when you could not play?
   - How did you feel when you did get to play?
6. Divide the class into groups of four or five.
7. Ask the students what we need to remember when we work. (Use a voice that will not disturb others, move materials quietly, etc.)
8. Have each small group create a cumulative story and make sure the children in each group cooperate with one another.
9. Have students share their stories.

PROCESSING THE EXPERIENCE

Content Questions:

1. Why is it important to include everyone in games, activities, playtime? (Everyone is important and should be included.)
2. If someone is left out, what can you do? (Ask them to join.)
3. What is important to remember as we are working in our room here in school? (To include everyone, to respect each person.)

Personalization Questions:

1. Have you ever left someone out of games, activities or playtime? What would be a better choice next time?
2. What is one thing you can do to show respect to your classmates?

CLOSURE

Sing "If You're Happy and You Know It."

If you're happy and you know it, give a smile.

If you're happy and you know it, give a smile.

If you're happy and you know it, then your
face will surely show it,

If you're happy and you know it, give a smile.

Lesson

4

Courtesy and Respect for Others

(continued)

Possible Extension Activities

1. Have students role-play the use of learning centers. Compliment acceptable behavior. List the rules for each center.
2. Create a Courtesy Club. Each child becomes a member and receives an official card when he or she is "caught" being courteous (see Attachment C). Ask a classroom volunteer to print and laminate the cards. Additional courtesies may be recognized by punching a hole on the bottom of the card.
3. Compliment students for playground courtesy and safety.
4. Produce a slide show, "Our Courtesy Club." Take photos of children in advance or have children draw courtesy pictures with bright markers and make slides of the drawings. Showcase the results at a parent meeting.
5. Work with the physical education teacher on cooperative games like the "Hokey Pokey" and "Looby Loo." Avoid competitive activities.

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Attachment C - Lesson 4 (Level B, Part 1)

This is to certify that

____

is an official member of

The Courtesy Club

for

____

1	2	3	4	5	6	7	8	9	10

This is to certify that

____

is an official member of

The Courtesy Club

for

____

1	2	3	4	5	6	7	8	9	10

Lesson
5

Courtesy and Respect for Others

Lesson 5

Topic
Courtesy and Respect for Others

Student Objectives
The students will:

23. Defend the role of people in authority, for example, principal, police, crossing guards, monitors, parents, clergy, teachers, government officials

Lesson Overview
Students make puppets of authority figures that they wish to imitate. Arrangements are made for older students to come into the classroom and write stories that children create about their puppets. The teacher summarizes the role of the authority figures. Children write compliments.

Basic Information
Positive authority figures are emphasized here. In the event that a child needs to approach an authority figure in the future, he or she will have some known caring resources to respect and seek out for help.

Vocabulary
Respect Safe Authority figures

Suggested Materials
- Materials for puppets
- Story writing paper, pencils
- Strips of colored paper for compliments

Teaching/Learning Activities

TEACHER'S ROLE
Personalize the role that authority figures play in our lives.

ACTIVITY/EXPERIENCE
1. Before the lesson, provide time during art class or center time for each child to create a puppet that illustrates, "I will be ______ when I grow up." Puppets may be constructed from paper bags, paper plates, socks, felt or other materials.
2. Invite an upper grade class into the classroom. Prepare the older students to listen to each young child's description of the puppet.
3. Have the older students write down the job description as told by the young child. Have them spell out the title of the authority figure for the child to attach to the puppet. Have them attach a job description with a concluding statement: "When I am _______ [occupation], I will help others by _______ [action]."
4. As children are engaged in this one-on-one activity, circulate and initiate one-on-one conferencing with the children.
5. When the activity is done, children display their puppets in a specified area.
6. Acknowledge older students for their assistance.

PROCESSING THE EXPERIENCE
Content Questions:
1. Who are people who help us?
2. What would it be like if each of these people were not there? (Take each role separately.)
3. How do people in authority show they care for us? (By helping us, by correcting us, by helping us know right and wrong, etc.)
4. How can we show respect for those in authority? (By talking respectfully, by listening, by following directions, etc.)

Personalization Question:
How can you show respect for the people who help you?

CLOSURE
Write a compliment for some person in authority. Deliver or mail your compliment.

Possible Extension Activities
1. Invite model authority figures to discuss how they help others. Encourage parents to participate in this activity.
2. Take photos of authority figures to put in a classroom album called "Helpers."
3. Write experience stories about authority figures with reading groups.
4. Provide prop boxes for children to enact stories about authority figures.
5. Read *Make Way for Ducklings* by Robert McCloskey (Viking Press, 1976).

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Lesson 6

Topic
Friendship

Student Objectives
The students will:

49. Discover that sharing work, play and other things can lead to friendship

Lesson Overview
Students listen to a story about friends. The teacher helps them as they process their present knowledge and feelings about friends.

Basic Information
St. Paul's words constitute the core of human relationships: "Love is always patient and kind. It is never jealous. Love is never rude or selfish" (1 Corinthians 13:4-7).

Suggested Materials
- *Victor and Rosalie* (Jealousy) by Eva Eriksson (Carolrhoda Books, Inc., 1985)

Teaching/Learning Activities

TEACHER'S ROLE
Establish a climate in which students share work and play.

ACTIVITY/EXPERIENCE
1. Prepare the class to listen to the story, *Victor and Rosalie.*
2. Read the story.
   (*Summary:* Victor and Rosalie were very best friends. Every day, Victor waited for Rosalie in the sandbox. Every day, Rosalie came to play with him. They played all kinds of games. They had so much fun together. One day, Rosalie got the mumps. When she was better, she ran to the sandbox and found Victor playing with someone else. It was Sophie. Rosalie had many angry feelings. She was jealous. In the end, Rosalie decided that three best friends might be fun after all.)

PROCESSING THE EXPERIENCE
Content Questions:
1. Who is a good friend? (One who shares with you; one who is happy when you are, sad when you are; etc.)
2. What kinds of things do friends do together? (Play, laugh, talk, work, etc.)

Personalization Questions:
1. Who is your best friend?
2. What can you do for your friend?

CLOSURE
Sing together: "The Friendship Song."

The more we get together, together, together,
The more we get together, the happier we'll be.
For your friends are my friends,
And my friends are your friends,
Oh, the more we get together, the happier we'll be.

Possible Extension Activities
1. Read more stories about friends. Designate a space in the classroom library or learning center for books and tapes about friends.
2. Celebrate "Friendship Day."

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Lesson 7

Topic
Friendship

Student Objectives
The students will:

50. Describe the qualities of Christian friendship

Lesson Overview
Aesop's fable, "The Lion and the Mouse," is used to elicit a discussion on the value of friendship.

Suggested Materials
- "The Lion and the Mouse" (Attachment D)
- "Friends All Gather Round" by Carey Landry (from *Glory and Praise Young People's*, North American Liturgy Resources, 1984) — [optional]

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to formulate expressions of friendship.

ACTIVITY/EXPERIENCE
1. Prepare children to listen to Aesop's Fable, "The Lion and the Mouse."
2. Read the fable (Attachment D).
3. Ask for volunteers to dramatize the story.

PROCESSING THE EXPERIENCE
Content Questions:

1. How can friends help one another? (Share, laugh, talk, listen, etc.)
2. How important is friendship? (Very important, we're not happy without friends.)
3. What does it mean to value a friend? (To respect them, to love them, to be kind to them.)

Personalization Questions:

1. What would it be like to be without a friend?
2. How can you help your friend? Pick one way and draw a picture of you helping your friend.

CLOSURE
Sing the "Friendship Song" from Lesson 6.

(Or, have the class listen to a a recording about friends, such as "Friends All Gather Round" by Carey Landry.)

Possible Extension Activity
Set up books about friendship in the classroom reading area.

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"THE LION AND THE MOUSE"

A huge lion, lying sound asleep, was awakened by a mouse when it ran across his face. The angry lion seized the mouse and was just about to kill it when he heard the little mouse begging for life. "Please let me go," cried the mouse, "and someday I'll repay you if you free me now." The lion roared a loud laugh. In fact, he was so amused at the idea that such a tiny creature could ever do anything for him that he let the mouse go. Soon after that the lion got caught in a huge net the hunters had spread to trap him. Hearing the lion's roars of anger as he struggled to get free, the mouse ran to the spot. At once he started to gnaw the ropes with his sharp teeth. Soon the lion was set free by the mouse.

No one is too small to be able to help a friend.

Lesson 8

Topic
Friendship

Student Objectives
The students will:

51. Show appreciation to peers and friends

Lesson Overview
The song, "Friends Are Like Flowers," prepares the climate for group discussion. The class creates a mural of flowers to summarize their experience.

Basic Information
Children are basically egocentric at this age, but they are capable of empathy with support and direction. They need opportunities to practice caring.

Vocabulary
Joy
Appreciation
Empathy

Suggested Materials
- Large chart paper for a mural (entitle it, "Mural of Life")
- Scraps of construction paper
- Glue
- "Friends Are Like Flowers" by Carey Landry (from *Hi, God! 2*, North American Liturgy Resources, 1975)
- Vase of flowers

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to develop outward signs of caring.

ACTIVITY/EXPERIENCE
1. Prepare children to listen.
2. Play the song, "Friends Are Like Flowers" by Carey Landry.

PROCESSING THE EXPERIENCE
Content Questions:

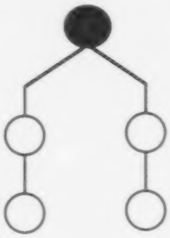
1. What do friends need to grow? (Love, sharing things, talking with each other, etc.)
2. How do care, compliments and courtesy show a friend that you appreciate them?

Personalization Questions:

1. What has someone done for you to make you feel good?
2. What have you done to help someone else grow or feel good?

CLOSURE
(Display a vase of flowers.)
Make "tear-paper" flowers to place on our "Garden of Life" mural. To make the flowers, tear petals, leaves and stems from scraps of construction paper. Do not use scissors. Glue the pieces together to make a flower. Then write on your flower one way you will show appreciation to peers and friends. Glue the flower onto the mural.

Possible Extension Activities
1. Prepare a friendship celebration. Have students make flowers to compliment a friend, to show appreciation.
2. Set up the listening center with songs and tapes about friends.
3. Have students make joy mobiles as expressions of friendship.



Lesson 9

Topic

Conflict Resolution

Student Objectives

The students will:

219. Identify examples of conflict in their own lives
221. Discuss steps of peacemaking (conflict resolution) and practice the process in daily situations
224. Defend the value of peacemaking

Lesson Overview

Small groups compose a story with the teacher during the reading period. The whole class compares the conflict situations in each story. A process to resolve the conflict is visualized, using the traffic light as a model.

Basic Information

Conflict is inherent in the human condition. Everyone faces it in varying degrees. When the level of conflict is too high, a child may feel powerless or out of control. It is imperative that we help the child look at the causes and kinds of conflict, as well as the choices they can make. We can then offer methods to resolve conflict.

Vocabulary

Conflict
Conflict resolution

Suggested Materials

- Experience story from small groups
- Large model or poster of a traffic light (Attachment E) — will be used again in Lesson 11
- Drawing paper
- Crayons
- Pencils

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to practice critical thinking skills, which will help them move from conflict to peace.

ACTIVITY/EXPERIENCE

1. Using groups in language arts class, initiate an experience story. Start with:
   "Sammy was a happy boy. One morning something happened and Sammy became sad inside."
2. Draw on the children's responses to write the story on large chart paper.
3. Write separate stories with each group. Post the stories.
4. During group guidance lesson:
   - Read the stories.
   - Compare the conflict situations.
   - Select one story to analyze.
5. Ask:
   - What kind of conflict is Sammy experiencing in this story?
   - Why do you think Sammy is sad?
   - When do you think Sammy will be happy again?
   - What would you do if you were Sammy?
6. Draw from group responses. Build a problem-solving model. Show the model traffic light with the words: "Stop," "Look," "Listen," "Share," "Decide," "Act."
7. Walk through one of the solutions to Sammy's story, using the steps on the traffic light and adding the steps if they are missing.
8. Add the phrases after the word as you discuss it in the story:
   - Stop — cool down
   - Look — see the problem
   - Listen — to self and to God
   - Share — talk with a friend
   - Decide — pray and decide what to do
   - Act — do it
9. Discuss why peacemaking is important.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is conflict? (To clash, to have opposite ideas, to try to do two different things when only one can be done.)
2. How can we settle conflict? (By talking, praying, giving in if it isn't really important, etc.)

Personalization Questions:

1. Name one time you experienced conflict.
2. Name one time you could use the traffic light model to settle conflict.

CLOSURE

Listen to this fable and think about the moral, which we will discuss.

(Read the following fable to the students and discuss the moral.)

"The Lion and the Boar"

One hot summer night, a lion and a boar happened to arrive at a little spring at the same moment. Both were very thirsty and they immediately started to quarrel over who should drink first.

Soon the quarrel became a fierce fight. In the midst of it, they noticed some vultures patiently waiting for them to kill each other. This sight made them realize how foolish their quarrel was. They stopped fighting, saying, "We had much better be friends than fight and be eaten by vultures."

The moral is: many fights only bring loss to both sides.

Possible Extension Activities

1. Make a large traffic light. Use a red signal to stop a possible conflict situation. Recall the model and practice the steps listed above.
2. Acknowledge children who use the model.
3. Ask the librarian or media specialist to show a filmstrip or video to the class on conflict resolution (for example, "The Lollipop Dragon Series").

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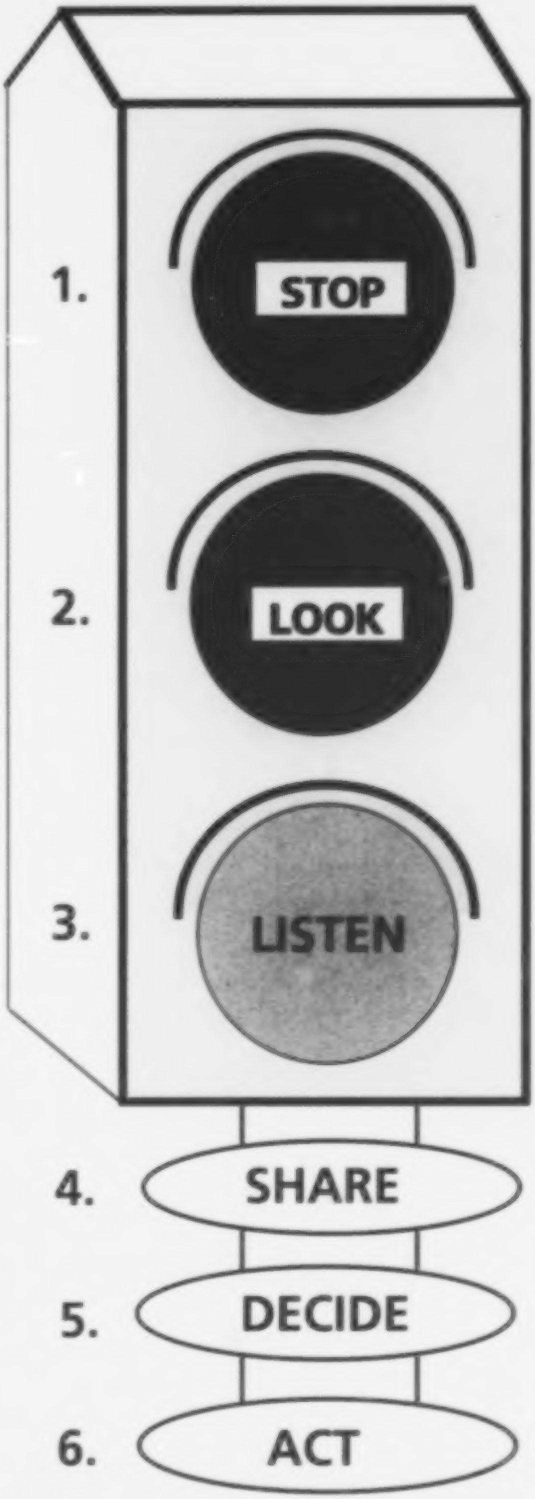
Attachment E - Lesson 9 (Level B, Part 1)



1.	STOP	Cool down	Tell: My feelings
2.	LOOK	At the problem	Listen: To others
3.	LISTEN	To self; To Jesus in prayer	Show: Willingness
4.	SHARE	With a friend or authority	Discuss: Solutions
5.	DECIDE	Pick a solution	Decide: On a plan
6.	ACT	Do what I plan	ACT: Do it!

Lesson 10

Topic

Conflict Resolution

Student Objectives

The students will:

218. Explain that God wants us to be friends with all
220. Explain the value of respecting the needs and feelings of others
223. Practice using prayer and reflection in handling conflicts
225. Be open to the perspective of others in conflict situations

Lesson Overview

Children engage in a prepared prayer service, preferably in the chapel or church. The concluding activity provides time for each child to contribute to a group project — a banner.

Suggested Materials

- Prepared prayer service
- Music, tape or record (e.g., "Friends Are Like Flowers" by Carey Landry from *Hi God! 2*)
- Large posterboard
- Red paper
- Scissors
- Glue

Teaching/Learning Activities

TEACHER'S ROLE

Facilitate a prayer service, which can be seen as a means of attaining peace in resolving a conflict situation.

ACTIVITY/EXPERIENCE

1. Prepare children for a quiet trip to the chapel or church to pray for peace.
2. Prepare one child to do the reading.

Prayer service

Theme: We are peacemakers

Leader: Jesus is always kind and forgiving. He says good things about people and He does good things for them. That is what a peacemaker does. Jesus wants us to be like Him, to be friends with all and to be peacemakers. He shows us how to love, to share, to be kind, to respect the feelings and needs of others. The more we follow Jesus, the more we become like Him.

Reading: This reading has some ideas from Jesus' friend, Paul.

Jesus is our model. We can follow Him. He cares for people. He is a very happy man. People who cannot get along with each other can be friends when He is near. Jesus is kind. He never gives up. He is always here. He is a good friend.

Leader: Let's think about times we do not get along with others.

When I disagree with someone, one thing I can do is ask that person what they are thinking or what they are feeling. For instance, if someone is angry with me, I might ask, "Why are you angry with me?" Or if someone says I am wrong, I might ask, "Why do you say that?"

It is important to try to know what the other person thinks or feels. We can think of how we might feel if we were that person. For example, if someone is upset because they lost a game, I might ask myself, "How would I feel if I lost the game?" This will help me understand the other person.

Leader: In silence think, "How can I be a peacemaker?"

Leader: Think of something nice to share with someone next to you. Offer a sign of peace to those near you.

Conclusion: "Friends Are Like Flowers" or another appropriate song.

Possible Extension Activities

1. Post a large piece of paper with the caption, "We Are Peacemakers, We Have Happy Hearts." Provide children with pieces of red paper. Show them how to fold and cut a heart. They can make hearts with their names on them and glue them on the poster.
2. Send the prayer service home with the children so they can share it with their parents. Include a note about the purpose of the activity.
3. Recall the lesson on authority figures (Lesson 5). Apply the positive characteristics to the person of Jesus. Conclude that He is our model: "Love one another as I have loved you" (John 1:.9-12).

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Lesson 11

Topic
Conflict Resolution

Student Objectives
The students will:

226. Identify those aspects of conflicts which they can and cannot control
227. Practice a group process for resolving conflict

Lesson Overview
Students review the traffic light model and extend it to a group conflict situation. They identify examples of the group conflict-solving process.

Basic Information
Managing conflict is an important facet of life. It is important to help children understand that conflict is something that can be solved. Encouraging children to role-play situations that involve conflict helps them to acquire problem-solving skills.

Understanding how conflicts arise is the first step in problem-solving. Children need time to think about the hows and whys of conflict situations. They need time to discuss possible solutions in a non-judgmental way in order to gain confidence in developing this skill.

Vocabulary

Conflict	**Problem**
Solution	**Feelings**

Suggested Materials
- Traffic light model (Attachment E from Lesson 9)
- Sticky notes

Teaching/Learning Activities

TEACHER'S ROLE
Help children to discover age-appropriate ways of dealing with conflict.

ACTIVITY/EXPERIENCE
1. Review the traffic light model from Lesson 9. Tell students they will learn how to use something like this when there is a group conflict.
2. Tell students the following story:
   The class is playing kickball at noontime. Cassandra kicks the ball over the fence and into a busy street. Sefja yells, "You did that on purpose! You're just trying to show off! You try to do that every day!" Cassandra yells back, "I did not! Why didn't you stop it!" The rest of the kids start screaming and yelling. The teacher quiets the students down, takes them inside and then asks, "What happened?"
3. Have the students pretend they are Sefja and use the model to tell what they could do.

PROCESSING THE EXPERIENCE
Content Questions:
1. What are some steps to use in solving a group conflict?
2. Whose responsibility is it to settle a group conflict? Can anyone else settle it?
3. Which parts of Sefja's conflict can Sefja control? Which parts can Sefja not control?

Personalization Questions:
1. Think of a time you were in a group that had a conflict.
2. What part did you take?
3. Did you help resolve it?

CLOSURE
Tell something you could do to help solve the problem in the two stories the teacher will tell you. Think about where to post your solution on the traffic light poster.

(Present the following situation:

You have two friends. They both want you to stay at their house on Friday night. What are you going to do?

Ask students to tell what could be done do to help solve the problem. Write each suggestion on a sticky note and ask the student to put it on the part of the stop light that it applies to.

Repeat for this situation:

You and your sister or brother share a bedroom. You keep your side neat, but his or her side is messy. What will you do?)

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Lesson 12

Topic
Family

Student Objectives
The students will:

68. Identify family celebrations, special occasions
69. Tell their parents or guardians they love them

Lesson Overview
Students name other days and talk about different ways to celebrate. They identify their favorite day. Class closes with a prayer of thanksgiving and students write a note to their parents or guardians thanking them for helping them celebrate special days.

Basic Information
Celebrations help children establish a sense of time. They begin to realize that birthdays, Christmas, Easter and other holidays have a significant place on the calendar. As children become more aware of events, they begin to become sensitive to how these events affect their family life.

Vocabulary
Celebrations
Holidays
Christmas
Easter
St. Patrick's Day
Holy days
Birthdays
New Year's Day
Valentine's Day

Suggested Materials
- Markers
- Drawing paper

Teaching/Learning Activities

TEACHER'S ROLE
Help students to expand their concept of celebrations and to discuss how celebrations are expressions of love.

ACTIVITY/EXPERIENCE
1. Have students name as many celebration days as they can. (See list in vocabulary for ideas.)
2. Select one day (for example, birthdays) and ask students how they celebrate that day in their family. List ideas on the board under that day.
3. Do the same with three or four other days.
4. Then ask what some of the things are that we do on many celebration days. Lead students to name such items as: gather with friends and family, eat, pray, laugh, play, etc.

PROCESSING THE EXPERIENCE
Content Questions:
1. Name some family celebrations. (Include celebrations of sacraments, if not mentioned.)
2. Why are celebrations important? (We remember important events; they bring joy, etc.)
3. What are different things that happen during celebrations? (Eating, singing, praying, playing, etc.)

Personalization Question:
1. Which is your favorite celebration?
2. Why?

CLOSURE
Say this prayer:

Thank you, God, for giving me life.

Thank you, God, for giving me
grown-ups who love me.

Thank you, God, for giving me special
days to celebrate.

Write a note to your parents or guardians thanking them for helping you to celebrate special days.

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Lesson 13

Topic
Family

Student Objectives
The students will:

70. Explain that adults in some families consist of: mother and father, a mother only, a father only, grandparents, or step-parents

Lesson Overview
Students make a collage of families. They identify their family members and pray for them. Students then talk about how families are alike and different. Each student completes a family tree.

Basic Information
Societal changes have had an impact on family life. It is important for children to understand that differences in family make-up are neither good or bad, in and of themselves. What really matters is that a family cares about those who are part of it. Children should be helped to understand that family structure is not directly related to them.

To help children accept differences as a normal pattern of life, it is important for them to express their feelings in a non-threatening, non-judgmental environment. The teacher needs to offer children opportunities to talk freely about their family situations.

Vocabulary

Parents	Family
Mother	Father
Grandparents	Godparents
Step-parents	Foster parents

Suggested Materials
- Magazine pictures showing various kinds of families
- Background paper for individual collages
- Crayons, markers
- Paper (preferably colored)
- Glue, scissors
- Patterns of leaves (Handout #2)
- "My Family Tree" (Handout #3)

Teaching/Learning Activities

TEACHER'S ROLE
Help students to understand that all families are not the same and to appreciate differences in families.

ACTIVITY/EXPERIENCE
1. Divide the class into two groups.
2. While one group is making a collage of family pictures they find in magazines, talk to the other group about the people in their families. Invite the students to pray for each family member by name.
3. Reverse groups.
4. Post the collages.
5. Distribute "My Family Tree" (Handout #3) and paper from which the students can cut leaves, using the patterns on Handout #2. Have students cut out a leaf for each member in their family. Students can put the family members' names on the leaves and then paste them on the tree.

   (Alternatives: the students could paste the right number of leaves on the tree, without names; or they could dictate names to the teacher who prints them.)

   The student's name can be put on the trunk of the tree.

PROCESSING THE EXPERIENCE
Content Questions:
1. What is a family? (A group of people who live together and care for each other.)
2. Name some of the people who might be in a family.
3. How are all families the same?
4. How are families different?

Personalization Questions:
Distribute "My Family Tree" (Handout #3) and paper from which they can cut leaves using the patterns on Handout #2. Have students cut out a leaf for each member in their family.

Lesson
13

Family
(continued)

Students can put the family members' names on them and then paste them on the tree. (Alternatives: they could paste the right number of leaves on without names; they could dictate names to the teacher who prints them) The student's name can be put on the trunk of the tree.

CLOSURE

As a class, compose a short paragraph about "People in a Family." For instance, you could say:

Families work together.
They have fun together.
Families sometimes fight, but they care
about each other.
Some families have brothers and sisters.
Some families have grandparents.

Offer a prayer of thanksgiving for families:

"God, I thank you for the gift of life you have given me. I thank you for each grown-up and kid in my family. Most of all, I thank you for letting me be part of a family that loves me."

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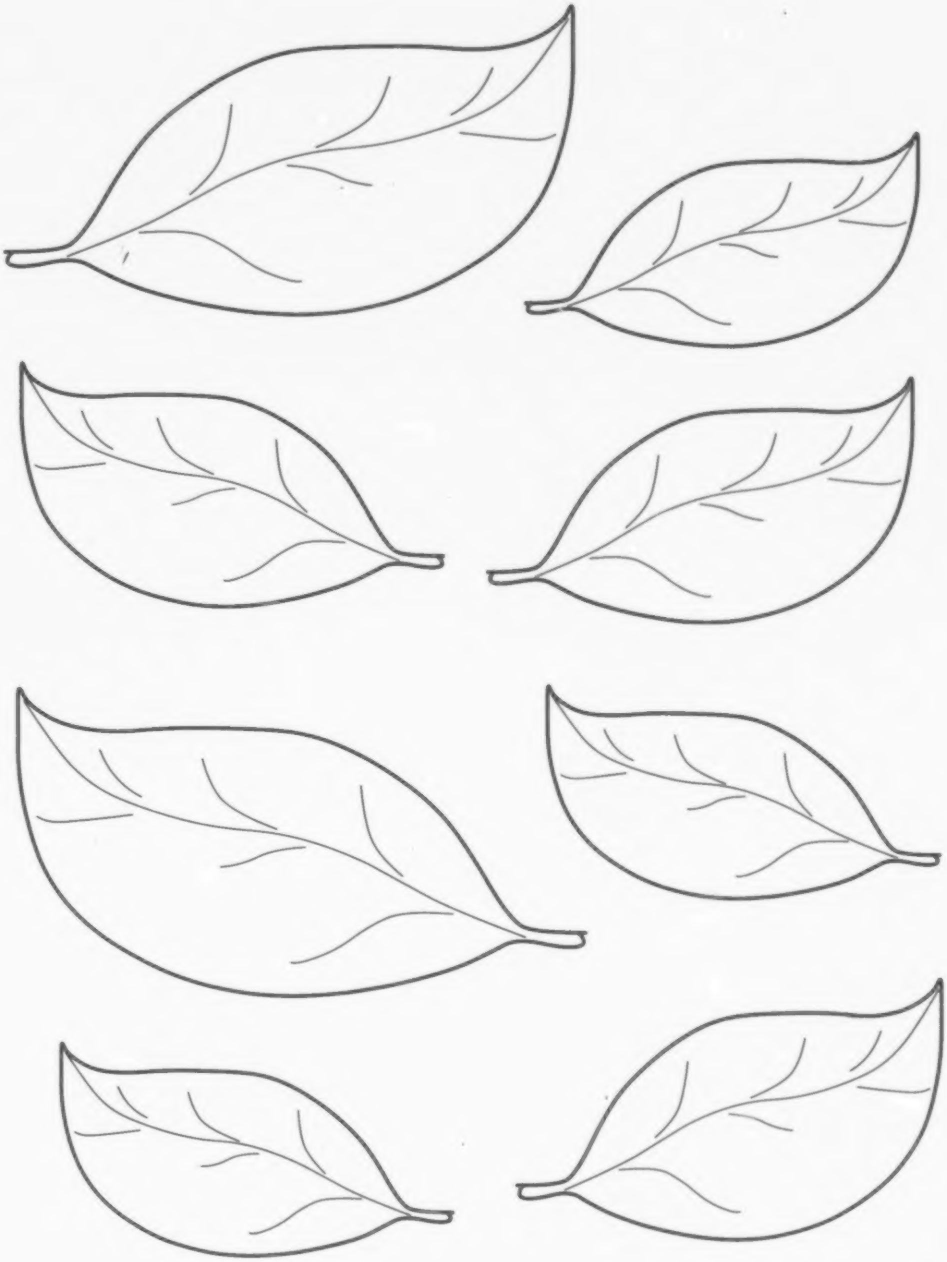
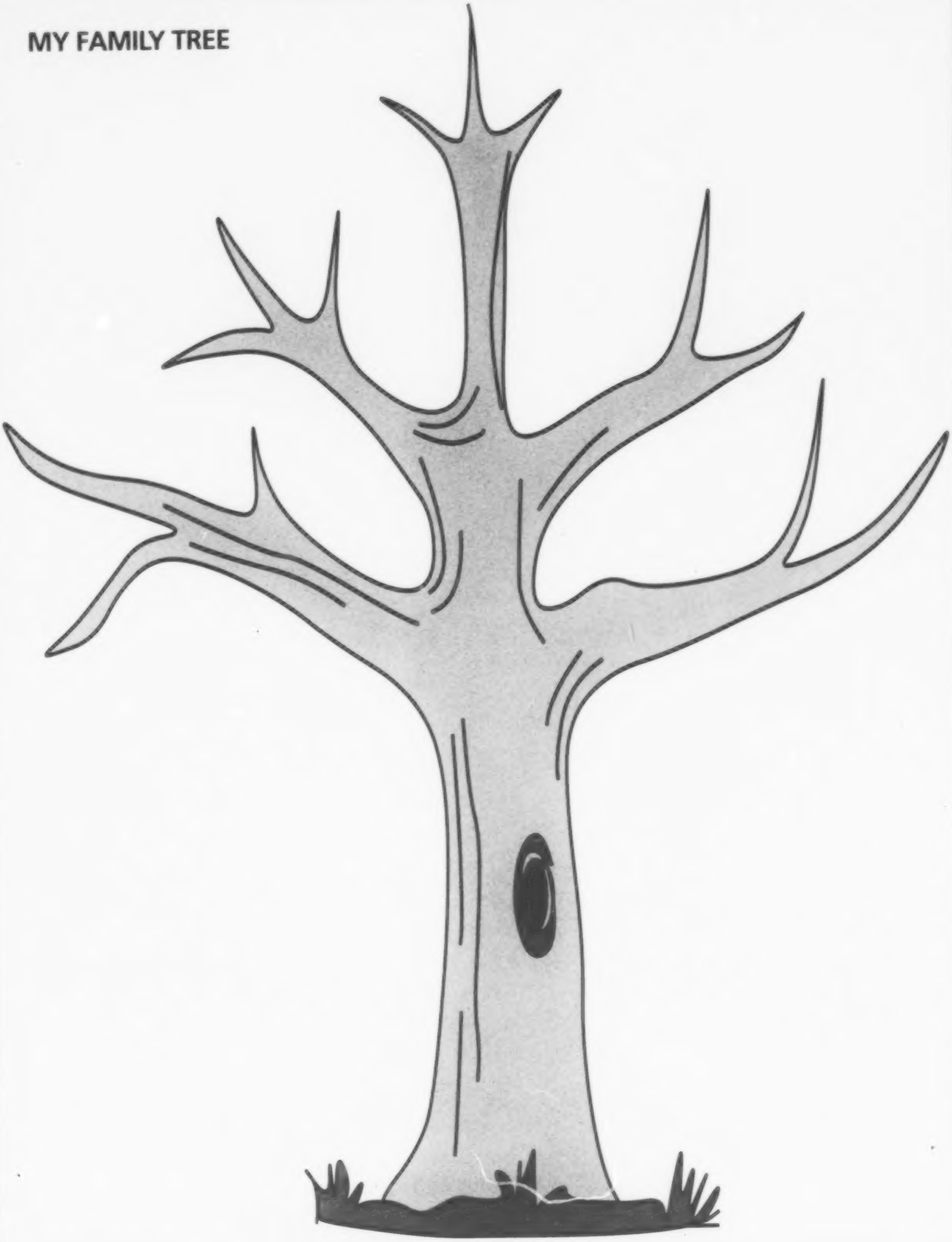
Handout #2 - Lesson 13 (Level B, Part 1)



MY FAMILY TREE



Lessons 14-16

Topic
Christian Sexuality

Student Objectives
The students will:

Lesson 14
288. Discuss the role of parents
289. Discuss that babies are born of a loving and sharing married couple

Lesson 15
290. Discuss that passing on life is part of God's plan
291. Demonstrate respect for their own bodies and those of others

Lesson 16
284. Appreciate the human body as part of God's creation
292. Demonstrate that one has respect for life

Suggested Materials
Teaching materials for these lessons are to be chosen by the local school, since guidelines differ from diocese to diocese.

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Lessons 17-19

Topic
HIV/AIDS

Student Objectives
The students will:

Lesson 17
318. List ways in which they can help others who are sick

Lesson 18
319. Identify ideas for playtime at school and at home as either "safe" or "dangerous"

Lesson 19
320. Name significant adults with whom they can share secrets and important information

Suggested Materials
All of the materials for these three lessons can be found in *AIDS: A Catholic Educational Approach to HIV*, published by NCEA, 1992.

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Lesson 20

Topic

Moral Decision-Making

Student Objectives

The students will:

93. Identify the number of decisions they make
94. Verify the inevitability of making choices in life
95. Explain how each decision has consequences

Lesson Overview

Students list decisions they make in a day, discuss what happens if they do not decide and discuss the consequences of making decisions. They draw pictures of themselves making easy and difficult decisions.

Basic Information

Lawrence Kohlberg states that moral development is the result of one's developmental ability to perceive social reality or to organize and integrate social experience. One of the conditions for developing morality is the ability to reason logically.

Children are bombarded at an early age with consumer choices as they watch television. When they save their allowance to purchase small items independently, they are often faced with having to choose one "good" toy over another. This exercise provides them with the opportunity to begin to make decisions. This act of deciding will be repeated throughout their lives and it is important to help children to understand that sometimes the choices they make will be very good, while other choices may not be right. It is precisely by offering children simple choices at an early age that they are being prepared to act in a responsible manner.

Vocabulary

Decide
Choose
Consequences

Suggested Materials

- Chalkboard and chalk
- Paper and markers for each student

Teaching/Learning Activities

TEACHER'S ROLE

Facilitate a discussion on what it means to make a decision and help students to learn that decisions have consequences.

ACTIVITY/EXPERIENCE

1. Ask students what decisions they have made since they got up this morning. As students name decisions they made, list them on the board. (Decisions might include: what socks to wear; what to have for breakfast; whether or not to take a glove to recess; which assignment to do first; what to write about during language arts time, and so on.)
2. Choose one of the decisions. Ask students what would happen if they did not make this decision. Let several respond.
3. Continue with several more examples.
4. Ask the class if we can avoid making decisions.
5. Choose another example and have students tell the consequences (or results) of that decision. (For example, if you choose one thing, you usually cannot choose some others.)
6. After several examples, lead students to state:
   - If I choose one thing, I usually cannot choose others.
   - I am responsible for some of the consequences (results) of my choices.

PROCESSING THE EXPERIENCE

Content Questions:

1. What does it mean to make a decision? (To choose between two or more things, to make up one's mind.)
2. Why is it sometimes hard to make up your mind? (Sometimes both choices are of equal good.)

3. What can happen if you do not make a choice? (Something will happen anyway and you will have less control.)

Personalization Questions:

1. What decisions do you like to make?
2. What decisions are hard for you to make?

CLOSURE

Draw a picture of yourself making a decision you like to make. Then draw a picture of yourself making a decision that is hard for you to make.

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Lesson 21

Topic

Moral Decision-Making

Student Objectives

The students will:

96. Practice making decisions in a school setting
98. Explain the role of prayer/reflection in moral decision-making

Lesson Overview

Students learn about and practice brainstorming. They then brainstorm possible decisions and discuss good choices from the list. Prayer is listed as one of the options before making a decision and is encouraged in daily decision-making.

Basic Information

Development at this stage is self-centered. Children are just beginning to understand that their actions and decisions can affect others. One example of this is their behavior in school. They learn that when they or their classmates choose to talk in class, the whole group is often penalized for this behavior. They are beginning to discover that group choices are sometimes more painful than individual choices. Children at this age need practice in making decisions so that they can become more self-confident and self-assured. This type of decision-making helps nurture their self-esteem.

Decision-making is a developmental task. Children need to understand that they will not always make wise choices. However, it is important that they realize that once they have made a decision, they need to accept responsibility for their actions.

Vocabulary

Decide
Decision
Choice

Suggested Materials

- Chalkboard and easel
- Objects for brainstorming activity (e.g., pencils, crayons, eraser, chalk, straws, paper clips, plates, etc.)
- "Choices I Made This Week" (Handout #4)

Teaching/Learning Activities

TEACHER'S ROLE

Help students to understand what it means to make a decision and help them understand the importance of prayer when faced with serious decisions.

ACTIVITY/EXPERIENCE

1. Write the word, "brainstorm," on the board and ask the class if they know what it means. Explain that brainstorming is thinking of many different ideas about a certain thing. Brainstorming works best when the ideas of many people are combined.
2. Use and explain the following rules for brainstorming:
   - Share aloud whatever idea or thought comes into your mind.
   - Accept all the ideas that your classmates share.
   - Give as many ideas as you can.
3. Divide the class into pairs.
4. Give each pair an object and ask them to brainstorm the many different ways that object could be used. Remind the children to think about all kinds of possibilities.
5. Allow time for the class to share the ideas they brainstormed with their partners.
6. As a class, have the students brainstorm and then discuss good decisions for the following situations. Be sure to include the option of praying before making a decision, if the students do not raise it.
   - You and your friend are on your way to the store. You each have two dollars to spend on snacks. While you are in line, you look down and see a dollar bill on the floor. It doesn't belong to

you or your friend. Someone else dropped it. You quietly pick it up. What will you do?

- You are at home with your older brother. He is supposed to watch you and your little sister while your mom does some errands. Your brother tells you that he will be in the garage fixing his bike. When you go to the garage to ask him if you can have a treat from the refrigerator, you see your brother smoking with some of his friends. What will you do?
- You and your sister are playing at home. Suddenly she looks up at you and runs into your parents' bedroom. She starts screaming and says that she is going to take some money from your mom's purse. If you tell on her, she will say that you took the money. What will you do?

PROCESSING THE EXPERIENCE

Content Questions:

1. What makes a good decision? (Looking at the choices, thinking about them and their results or consequences, praying, making a good choice.)
2. How can praying help in making difficult decisions? (It brings us the guidance of Jesus and the Holy Spirit.)

Personalization Questions:

1. Think about one decision you made today. Was this a big decision or a little one?
2. If it was a big one, did you remember to pray before making it?

CLOSURE

Try to become more aware of the numer of times you make decisions throughout the day. Keep a simple record of the choices you make in a week by listing the topic of each choice on the "Choices I Made This Week" chart (Handout #4).

(The part about prayer could be filled in during a follow-up class discussion.)

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Handout #4 - Lesson 21 (Level B, Part 1)

CHOICES I MADE THIS WEEK

	At Home	Might Prayer Help?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

	At School	Might Prayer Help?
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Lesson 22

Topic
Self-Safety

Student Objectives
The students will:

137. Discuss that they have parts of their bodies that are considered private and to respect these in self and others
138. Learn that all children are persons of worth and their bodies belong to them
139. Describe the differences between good touch and bad touch
142. Realize that they are loved persons who are deserving of respect

Lesson Overview
Students cut out a body outline, draw a swimsuit on it and learn about their private parts. They then list good and bad touches and identify the differences between them.

Basic Information
Children at this age are very inquisitive about their bodies. It is important to help them understand that their bodies are special and beautiful and that they need to learn to take good care of their bodies. We need to tell the children that when we take care of our bodies, we are treating them with respect. Children need to understand that respect means to treat someone or something with care and that when we respect our bodies, we do not let other people exert power over us. They need to know that some of our body parts are private and that we are careful to keep these body parts clothed and protected.

It is important for every child to feel good about his or her body. Teachers can encourage children to feel good about themselves by spending a few minutes each day reflecting on the gifts and wonders of their bodies.

Vocabulary
Special
Wonderfully made
Beautiful

Suggested Materials
- Outline of a body (Handout #5) — one for each child
- Crayons
- Scissors
- Construction paper
- Glue

Teaching/Learning Activities

TEACHER'S ROLE
Help children to understand the meaning of respect, the importance of their private body parts and the differences between good touch and bad touch.

ACTIVITY/EXPERIENCE
1. Ask the children to cut out the outline of a body (Handout #4).
2. Ask each to draw on the body outline a swimsuit that they would wear.
3. Explain that the parts of the body that a swimsuit covers are their private parts and that no one should touch these parts of their body without their permission. Discuss that parents might touch these parts when they are helping them get clean or when they are sick, or that a doctor might touch them in order to help them get well. Emphasize that all parts of the body deserve respect, but these parts deserve special respect.
4. Make two columns on the board, one entitled, "Good Touch," and the other, "Bad Touch."
5. Ask students to name the kinds of touch that would fall into each column and to explain why each touch belongs in that column.

For example:

Good Touches	**Bad Touches**
Hugging	Kicking
Playing	Grabbing private parts
Helping	Pulling hair
Holding hands	Biting

PROCESSING THE EXPERIENCE

Content Questions:

1. What are private parts of the body? (Those which are covered by a swimsuit.)
2. Why are children persons of worth? (Because God made them, they are unique and special, etc.)
3. What are the differences between good and bad touches?
4. What are the differences in the feelings we have when we receive good touches, compared with bad touches?

Personalization Questions:

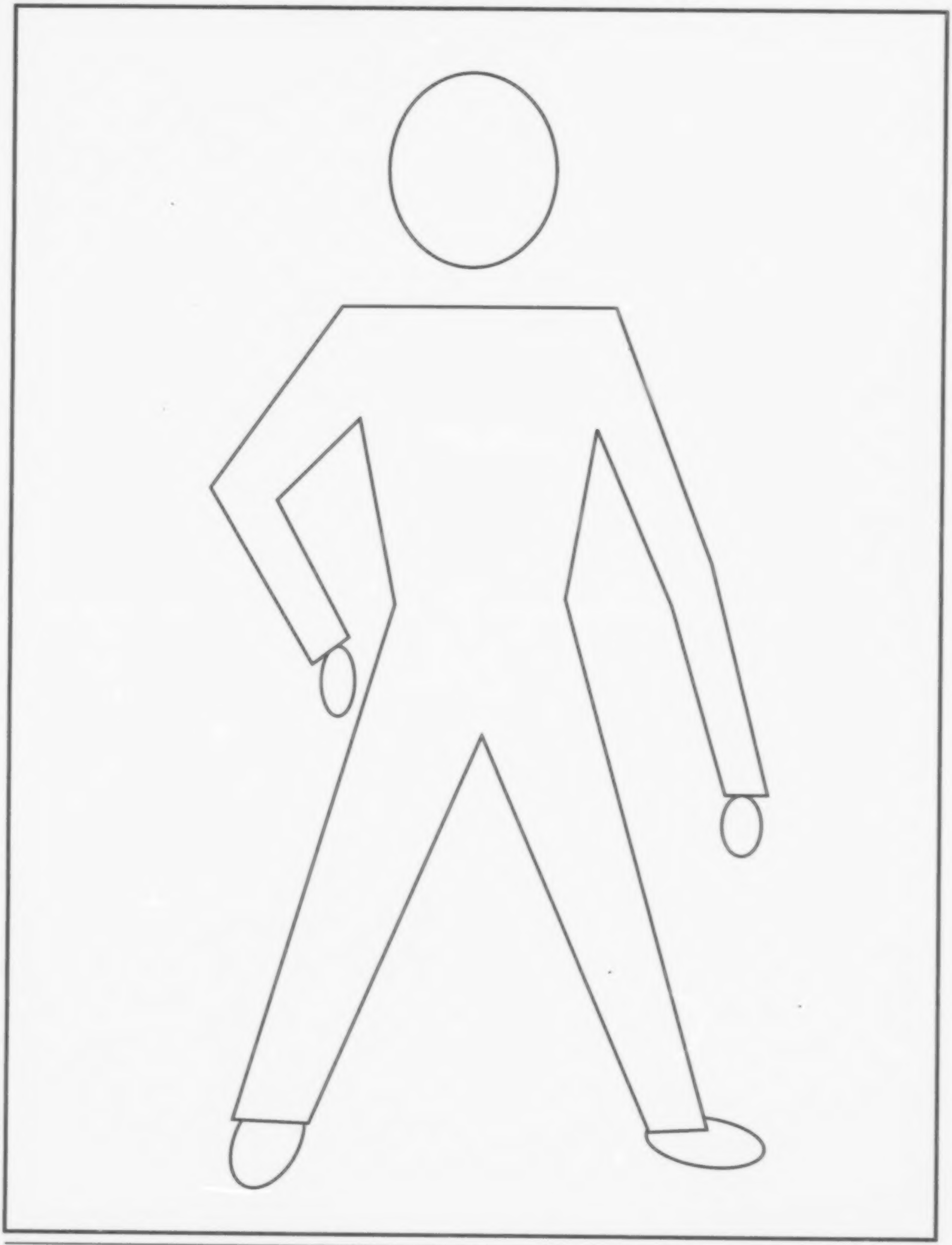
1. How do you know you are a loved and loving being?
2. Think of a time you experienced a good touch. How did it feel?

CLOSURE

Share how you know you are a loved and loving being.

■

Handout #5 - Lesson 22 (Level B, Part 1)



Lesson 23

Topic
Self-Safety

Student Objectives
The students will:

143. Describe verbal abuse and distinguish it from correction
144. Verify that most correction and punishment is not abuse

Lesson Overview
Students listen to a story and discuss the concepts of verbal abuse and correction. They distinguish between verbal abuse and correction.

Basic Information
Children at this stage want very much to please. Often when they are corrected, it is as though their whole world falls apart. It is important for the teacher and significant adults to reinforce that correction does not mean that the child is rejected. Correction simply is part of growing. Positive correction does not attack one's self-esteem. Verbal abuse does.

Learning to accept correction in a positive way enhances one's development. It is important for children to understand that people who really care about them will correct them when necessary. It is important to help children understând that the person correcting them is not rejecting them. Adults who care about children do not want to hurt them. Verbal abuse is demeaning. It suggests a misuse of power. Children may sometimes be in situations in which they experience verbal abuse from others. This is painful. They need the support and encouragement of healthy adults during this difficult period.

When verbal abuse is inflicted on children by adults, it is harmful to a child's self-esteem. Children need to learn that in cases like this, they need not listen to those adults. They need to confide to a parent or teacher whom they trust. The important point to stress with children is that when they are faced with an abusive situation, they need to talk about it as soon as they can. Children who are unduly fearful of punishment or of being labeled "bad" are especially easy targets for abuse.

Vocabulary
Correction
Punish
Abuse

Suggested Materials
- Drawing paper
- Crayons
- "The Yuck-Yuck Girl" (Attachment F)

Teaching/Learning Activities

TEACHER'S ROLE
Help students to differentiate between verbal abuse and correction and to understand that correction is not a bad thing, but rather, an opportunity to grow. Emphasize with students that correction is not rejection.

ACTIVITY/EXPERIENCE
1. Invite the children to sit in a circle.
2. Read them the story, "The Yuck-Yuck Girl" (Attachment F).

PROCESSING THE EXPERIENCE
Content Questions:

1. How did Elizabeth feel about her parents' divorce? (She loved them both, but didn't like them being divorced.)
2. What was Elizabeth's conversation with her grandmother about in the car? (Elizabeth felt "yucky" inside because her father often called her names. Grandma said this was emotional, that is, verbal, abuse.)
3. What is emotional abuse? (When someone uses words to consistently hurt another person.)
4. What did Grandma do to help? (She called Elizabeth's father and told him about a special class for parents.)

5. How do you think Elizabeth felt after talking with her father on the phone? (Happy, relieved.)
6. Why did Joey say he would have to think of a new nickname for Elizabeth? (Because she was happier and didn't think everybody was "yucky" anymore.)

Personalization Questions:

1. What if your mother or father is always telling you they wish you were never born and calls you names like "clumsy" and "idiot"? What would you do? (First try to talk to them about how it makes you feel when they use those kinds of words. If you can't talk to them, possibly write a note to let them know how you feel. Also, it's very important that the parent gets help. Tell an adult you trust, like a counselor, teacher, priest or another adult relative.)
2. Have you ever felt like Elizabeth in the story? (Allow children time to discuss their feelings.)

CLOSURE

List some examples of correction and some examples of verbal abuse.
For instance:

Correction	**Verbal Abuse**
Clean up your room!	***Patterns** of name*
Quiet down!	*calling and*
Please, be quiet.	*put-downs.*
Don't hit your brother.	
Talk to your sister nicely.	

Which column has more items in it? Is there likely to be more correction or abuse happening?

Describe the difference between correction and abuse.

Possible Extension Activity

Encourage children to be conscious of the way they talk to each other. You might choose to set up a tape recorder in an area where children meet for informal conversations. Record their exchanges and then play the tape back for them to hear how they sound.

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THE YUCK-YUCK GIRL

Scene 1: At. Mr. Rhodes' apartment one Saturday morning

Elizabeth Rhodes gently stroked her dog, Fizzy, as she watched the Bugs Bunny cartoon on television. It was Saturday morning and she was still in her pajamas. She and her older brother, Joey, spent every weekend with their father at his apartment in the city. Their parents had recently been divorced, so now they had two homes instead of one.

"Hey, Squirt, what are you watching?" Joey asked as he plopped down on the couch beside her. Joey was in junior high school now and it seemed to make him feel very grown up to call Elizabeth, "Squirt."

"Oh, just a yucky cartoon," she answered.

"You say everything is 'yucky.' School's 'yucky.' This apartment is 'yucky.' Last night the fish sticks we had for dinner were 'yucky.' I think I'm going to stop calling you 'Squirt' and start calling you the 'Yuck-Yuck Girl'!"

Just then Mr. Rhodes came into the living room. He was in his bathrobe and his hair was still messed up from sleeping. "What's the matter with you two? Don't you know by now that I like to sleep in on Saturdays? The last thing I need is two loud-mouthed brats waking me up at the crack of dawn with their cartoons."

"Sorry, Dad," Joey apologized. "We didn't mean to wake you."

"You never mean to do anything, either of you. You don't seem to have a brain between the two of you!" Mr. Rhodes turned and went back into his bedroom. Joey turned off the TV and the two decided to play a quiet game of checkers until their father was ready to get up again.

Scene 2: Sunday afternoon in the kitchen and then in Elizabeth's grandma's car

Elizabeth sat at the kitchen table, waiting for her grandmother to come. She was going to spend the rest of the afternoon with her grandmother because her father had to work and her mother had to visit a sick friend. Joey had left to play basketball with some friends. Elizabeth liked going to her grandma's house because she had a cat. And sometimes, she and her grandma made chocolate chip cookies together.

She heard a knock at the door and ran to meet her grandma. "Hi, Grandma! I'm all packed and ready to go. Can we make cookies today?"

"Hello, dear. We'll see about those cookies later. We aren't even home yet!" Grandma smiled at Elizabeth.

(continued)

THE YUCK-YUCK GIRL *(continued)*

Mr. Rhodes heard their voices and came into the kitchen. "Be a good girl, Elizabeth. And don't nag your poor grandmother too much."

"I won't. Bye!" Elizabeth took her grandma by the arm and headed out the door.

Once inside the car, Elizabeth's grandma asked, "How are things going for you these days, Elizabeth?"

Elizabeth wasn't sure how to answer. She didn't like the fact that her parents had gotten divorced. She loved both of her parents, but things were complicated now. "I don't know," she said finally.

"Is something bothering you, dear?" Grandma asked.

"I sort of feel yucky." Elizabeth said.

"What do you mean, 'yucky'?"

"Yucky inside, you know, kind of sad and mixed up."

"What is making you feel sad and mixed up?"

"Oh, I don't know. Maybe I'm just stupid and ugly like Dad says." Elizabeth started to twist her hair around her finger.

"You're definitely not stupid or ugly, Elizabeth," grandma said firmly. "Does your father often call you names like that?"

"Yeah, I think he wishes he didn't have any kids to get on his nerves," she answered.

"Your father has been under a lot of stress since the divorce, Elizabeth, but it is wrong for him to use words that hurt you. That's called emotional abuse."

"Abuse? But he's never hit Joey or me."

"You don't have to hit someone to abuse them. Sometimes words can hurt just as much. Sometimes more."

Elizabeth thought about that for a moment. Maybe Grandma was right. Her father's words definitely made her feel "yucky" inside.

Then Grandma said, "As soon as we get home, I'm going to call your father and tell him about a special class for parents. It helps parents learn to talk with their kids without using words that hurt."

Elizabeth had never heard of a class like that before, but she said, "Okay."

(continued)

THE YUCK-YUCK GIRL *(continued)*

Scene 3: Later that evening at Grandma's house

Elizabeth and her grandma were enjoying a snack of fresh cookies and milk when Joey walked through the door, holding a basketball under his arm.

"Hi, Grandma! You and the 'Yuck-Yuck Girl' made chocolate chip cookies!" He grabbed a handful and took a large bite out of one.

Just then the phone rang and Grandma went to answer it. "Yes, just a moment, she's right here," Grandma said and then handed the phone to Elizabeth.

Elizabeth was surprised. She hardly ever got phone calls, especially at Grandma's house. "Hello," she said.

"Hello, Elizabeth, this is Dad. I wanted to talk to you about something important."

"What's wrong?" she asked.

"What's wrong is the way I've been treating you and Joey lately. Your grandma called me and told me that you were feeling 'yucky' inside. She also told me about a special class for parents that will help me learn to treat you better. I'm sorry I called you those names," her father said.

Elizabeth wasn't sure what to say. "Uh, okay. Hey, do you want me to save you some chocolate chip cookies?"

"No, you eat them. Can I talk to Joey now?" he asked.

"Sure, just a minute."

Elizabeth handed the phone to Joey and reached for another chocolate chip cookie. She listened to Joey and she could tell that her dad was telling him about his talk with Grandma, too.

After he had hung up, Joey turned to Elizabeth.

"What do you think about that, 'Yuck-Yuck Girl'?" he asked.

"I think I'm going to like weekends a lot better. In fact, maybe Dad's place won't be so yucky after all." Elizabeth's chocolate-smudged face was smiling for the first time in quite a while.

"You know, if you plan to make a habit of smiling like that, I won't be able to call you the 'Yuck-Yuck Girl' anymore," Joey teased.

Grandma was smiling, too. "Are you two going to talk all night or are you going to help me clean up this messy kitchen?" she asked.

Elizabeth and Joey looked around them at the mess and said at the same time, "Oh, yuck!" and then they laughed.

Lesson 24

Topic
Self-Safety

Student Objectives
The students will:

141. Discuss who to go to for help if they are abused
145. Explain the importance of reporting abuse until they are believed (for self or others)
147. Explain strategies to protect oneself

Lesson Overview
Students review previous lessons, list people they might tell if they were abused and list strategies to protect themselves. Then they role-play in order to practice saying, "No" and telling more than one person. Finally, they choose some of their rights to illustrate.

Basic Information
Child abuse, sexual and physical abuse cannot continue without the veil of secrecy. Children, especially those who are sexually abused, get direct instructions from the adult that they are not to tell anyone about their "secret." It is common for perpetrators to tell children that they would get into a lot of trouble if they told their parents about the abuse. When such a burden is placed on children, they begin to fear that their family will abandon them. Children often feel responsible for the abuse.

Children rarely talk about abuse openly, but they often drop hints. Sometimes these hints are in the form of radical behavioral changes in the classroom or at home. It is important for teachers to keep anecdotal logs when behavioral changes are noticed and to notify proper agencies when they suspect neglect or abuse.

Abuse involves the misuse of power by an adult or older child. This abuse can take the form of physical actions, such as hitting, burning and throwing, or sexual, such as inappropriate kissing, fondling, exposure and voyeurism. Children are vulnerable because of their innate trust and openness. Abuse most frequently comes from adults known by the children, rather than from strangers.

Children's vulnerability helps to explain the negative impact of the abuse. Children place their trust in someone who takes advantage of them. Sexually abused children are exposed to sexuality before they have the opportunity to learn about the social mores associated with sexual behavior. Sexual abuse causes children to be confused and frightened.

Children's self-concepts are often undermined by the confused behavior they have experienced as a victim. This confusion makes it very difficult for them to gauge their social relationships and quite often, a pattern for re-victimization occurs.

Adults often inadvertently treat fear as if it were a bad thing. The purpose of this exercise is to help children accept the emotion of fear by learning to express it. It is worthwhile to repeat this activity throughout the year because it provides children with the opportunity to imagine new ways to deal with fearful things.

Vocabulary
Stranger
Friend

Suggested Materials
- "Your Rights" (Handout #6)
- *My Body Is Private*, by Linda Walvoord Girard (Albert Whitman and Company, 1984) – optional.

Teaching/Learning Activities

TEACHER'S ROLE
Help children to understand the meaning of the word, "abuse," and lead them to realize that it is all right for them to say "No" to an adult.

ACTIVITY/EXPERIENCE
1. Review with students:
   - What are good touches?
   - What are bad touches?
   - What are private parts?

2. Have students make a list of people they can go to for help if they or someone they know is abused. (For example: mother, father, step-parent, teacher, priest, grandparent, etc.)
3. Explain strategies to protect themselves when they are without an adult they know:
   - Stay an arm's reach away from someone you don't know.
   - Don't talk to strangers.
   - Don't take gifts from strangers.
   - Don't go with someone you don't know.
   - If someone tries to touch your private parts without good reason, or hurt your body, say, "No, don't touch me! I'm going to tell!"
4. Role-play some scenes similar to the following. Each calls for four students.
   - The roles are: a boy, Jimbo; a strange adult who tries to have him smell his cigarette; Mom, who doesn't believe him; and a teacher who does believe him.
   - The roles are: a girl, Jocelyn; a strange adult who tries to give her a ride home; Dad, who believes her story; and a principal, who believes her story.
   - The roles are: Siobhan; an adult who tries to touch Siobhan's private parts; Siobhan's step-dad, who doesn't believe Siobhan; and Mother, who believes Siobhan.

PROCESSING THE EXPERIENCE

Content Questions:

1. Who do you tell if you are abused?
2. Why might you tell more than one adult you know and trust? (One might not believe you, sometimes it's good to talk to two different people, etc.)
3. How can you protect yourself?

Personalization Questions:

1. If you were abused, who would you tell?
2. Who would be a second person you could tell?

CLOSURE

Choose two of the rights on the "Your Rights" handout to illustrate.

Possible Extension Activity

Read *My Body Is Private* by Linda Walvoord Girard (Albert Whitman and Company, 1984) and discuss it with students.

■

Ideas for the Basic Information are from *Teacher's Guide To the Think Safe–Stay Safe Program*, © 1987 Western Publishing Company, Inc. Used by permission.

Handout #6 - Lesson 24 (Level B, Part 1)

YOUR RIGHTS

- You have the right to get help.
- You have the right to tell if you or someone you know is abused.
- You have the right to protect yourself from strangers.
- You have the right to say "No!" to adults who try to hurt you.

Lesson 25

Topic

Self-Direction and Responsibility

Student Objectives

The students will:

157. Take responsibility for completing school work and using time well
158. Accept responsibility for doing their own work in order to learn

Lesson Overview

Students identify their responsibilities by making a chart. They discuss the importance of doing their work and being responsible.

Basic Information

Responsibility is crucial to success. Children at this age need to learn that by performing certain tasks, like getting dressed on time for school, cleaning out their book bag, remembering their lunch and/or lunch money, handing in their homework, etc., they are acting in a responsible manner. These actions are small success stories and are important in the development of a young child.

Children are often asked to do certain tasks without any explanation. Research reminds us that if actions are to be integrated, it is essential that they be coupled with reason. In attempting to build responsibility in children, it is important to let them know why they are asked to do certain tasks.

Vocabulary

Responsibility	Tasks
Jobs	Chores

Suggested Materials

- Crayons
- Drawing paper
- "I Help With..." (Handout #7)

Teaching/Learning Activities

TEACHER'S ROLE

Help students to understand what it means to be a responsible person.

ACTIVITY/EXPERIENCE

1. Ask children to think about people, animals and plants they help care for.
2. Suggest that the students draw pictures of some of these.
3. Using Handout #7, ask the children to make a list of as many things they can that fall into each specific category for them. Have the children write a word that describes how they help that particular person, thing, animal or plant.
4. To guide children in their writing, put some words on the chalkboard:

Another Person	Thing	Animal	Plant	Self
feed	wash (car)	feed	water	do own work
love	put away (toys)	take out for a walk	put in sun	talk nicely

(This could be done as a class.)

PROCESSING THE EXPERIENCE

Content Questions:

1. Why is it important to do our assigned jobs? (Others depend on us, it helps us learn to be responsible, etc.)
2. What are ways we show we are responsible for our school work? (We usually do it; if we can't do it, we ask someone to help us and then offer to help them; we do our work the best we can, etc.)

Personalization Questions:

1. What responsibilities do you have at home?
2. How good are you at meeting your responsibilities?

CLOSURE

We'll make a list on the board of how many students help with people, with things, with animals and with plants.

Raise your hand if you help with people. If you help with things, raise your hand. Do you help with animals? Do you help with plants?

■

(Ideas for this lesson were adapted from *The Creative Journal for Children: A Guide for Parents, Teachers and Counselors* by Lucia Cappacchione, copyright 1982 by Lucia Cappacchione. Reprinted by arrangement with Shambhala Publications, 300 Massachusetts Avenue, Boston, MA 02115.)

I HELP WITH...

Some people I help take care of:

Some things I help take care of:

Some plants I help take care of:

Some animals I help take care of:

Lesson 26

Topic

Self-Direction and Responsibility

Student Objectives

The students will:

159. Recognize that learning and satisfying curiosity are a benefit to the individual and the group
160. Experience being part of a team to accomplish a task

Lesson Overview

Students work in teams to design a display area in the room. Individually, each designs a sign for their group display. Students discuss the value and importance of teamwork.

Basic Information

Children at this age are usually eager to work in pairs to accomplish a given task. Working as a team (three or more members) is sometimes a bit more difficult for them because they have not yet identified the roles of leader and follower. Teamwork helps them begin to differentiate.

The essential points that a teacher may wish to stress when assigning teams in the classroom is that every child is important. Every child can contribute to the assigned task or project. Working as a team player encourages leadership in all children. When there is a positive thrust to learning, it is fun.

If the class is already very comfortable with team situations, this lesson may need to be adapted or omitted.

Vocabulary

Cooperation
Team
Work
Alone

Suggested Materials

- Construction paper
- Manila paper
- Crayons
- Markers
- Scissors
- String
- Styrofoam pieces
- Stencils
- "Quiet Problems...No Talking" (Attachment G)

Teaching/Learning Activities

TEACHER'S ROLE

Help students to work as a team in order to accomplish specific classroom tasks and help them to experience learning as fun.

ACTIVITY/EXPERIENCE

1. Divide the class into teams of four or five.
2. Tell the class that their task is to make group plans and work cooperatively to carry them out. Tell the children that their group task will take at least two days to complete.
3. Assign each group a bulletin board space or display area. If that is not possible, a shelf or a designated corner of the room will suffice. Explain that each group will choose a theme and then design and decorate their specific area or bulletin board space with that theme for the entire class to enjoy. (You might consider relating this to current themes in your room.)
4. Have the groups meet to talk about various themes and then have them choose one which they will work on as a small group. Set a time limit for this task and remind the children that the whole group is to work on this project together. Some suggested topics might include: things that move, places to visit (library, art museum, Disney World), upcoming holiday celebrations or community helpers.

PROCESSING THE EXPERIENCE

Content Questions:

1. Why are teams helpful? (Different people have different gifts and together do a better job than one person alone; some jobs take more than one person, etc.)

Lesson
26

Self-Direction and Responsibility

(continued)

2. What are important things to remember when you're on a team? (To do your job, to let others do their jobs, etc.)

Personalization Questions:

1. In what ways are you a good team member?
2. In what ways can you be a better team member?

CLOSURE

Stay in your small group. Listen to the teacher read a problem and then in your group, discuss a solution that you can pantomime.

(Read a problem from Attachment G. Have groups discuss a solution they can pantomime. Have the groups perform the different solutions they decide on. Continue with as many problems as there is time for.)

■

(Ideas for this lesson were adapted from "Group Bulletin Boards" in *Self-Esteem: A Classroom Affair*, Vol. 2, by Michele and Craig Borba, copyright 1982 by Michele and Craig Borba. Reprinted by permission of HarperCollins Publishers, Inc.)

QUIET PROBLEMS...NO TALKING

Here is a sample list of problems for which children can pantomime solutions. These problems should involve more than one person so that groups of children can work together to solve them. You may wish to write each problem on an index card.

1. You are in a large department store with your mom and a friend. When you turn to look for your mom, she's not there. You're lost! What will you do?
2. You're celebrating your birthday party in a park near your home. When you begin to help serve the ice cream and cake, you realize that you do not have enough bowls and spoons. What will you do to solve this problem?
3. You and your friends walk home after school. You try to get in the front door and find it's locked. You don't have a key. What will you do?
4. You're in class and the teacher is showing a movie. You can't see it very well, since the people in front of you are so big. What will you do to solve this problem?
5. You and your friends are jumping rope. All of a sudden two friends near the end of the line start fighting. What will you do?

Lesson 27

Topic
Substance Abuse Awareness

Student Objectives
The students will:

175. Explore the consequences of excess
177. Identify and choose healthy ways of feeling good
178. Explore the effects of advertising on making choices

Lesson Overview
Students experience "too much" noise and discuss its consequences. They talk about their favorite commercials and the effect they have on what they want. Finally, they identify healthy ways of feeling good.

Basic Information
Choosing healthy ways of eating and exercising are important concepts for young children to learn. Eating right and establishing patterns of exercise are healthy ways to enhance one's self-esteem. Learning to choose healthy foods for snacks is one way to reinforce the concept of good eating habits.

Children at this age have been bombarded with many advertisements promising them happiness if they simply have their parents purchase a particular item: clothing, sugary snacks or toys. It is important to teach children that while many of these things would be nice to have, they aren't needed for their happiness. Learning to choose healthy foods, which will give them natural energy, is an important concept to stress in this lesson.

Vocabulary

Healthy	**Feeling good**
Happy	**Energy**
Making choices	

Suggested Materials
- "You Can Help Yourself Feel Better" (Handout #8)
- A short story to read
- Pens and markers
- Drawing paper

Teaching/Learning Activities

TEACHER'S ROLE
Help students to understand that "more" is not always better and that making choices is part of growing up. Help them to understand that there are many different ways that people can feel good.

ACTIVITY/EXPERIENCE
1. Tell students to talk. Turn on the record player, TV, tape recorder. Be sure the volume is high enough to make it difficult for the students to hear.
2. Try to read a short story to the class for one to two minutes.
3. Turn off all the "noise-makers."
4. Discuss:
   - What made it difficult to hear the story?
   - Is some noise good?
   - Is it possible to have too much noise?
   - How much noise is too much noise?
   - If something is safe in small amounts, is it possible to get too much?
   - What are some things that we could get too much of?
   - How much candy is too much?
   - How much TV is too much?
   - How much playing is too much?
   - How much alcohol is too much?
   - What happens when we get too much of something?
5. Have students name some of their favorite commercials and explain why they like them.
6. Ask how many students own what their favorite commercial sells. Ask them why they have it or if they have asked to get it.
7. Ask:
   - What is the purpose of commercials?
   - What do they make us do?
   - Do they try to help us feel good?
   - In what way?
   - Do they really make us feel good?
8. Make a list on the board of healthy ways of feeling good, e.g., getting enough sleep, staying clean, eating

healthy food, playing, doing our work and being proud of it, practicing getting good at something we're especially interested in (sports, music, art, etc.).

9. Suggest that each child draw a picture of himself or herself doing some things that help them feel good.
10. Help the students write down words that appropriately describe why they like to do what they have drawn in their pictures.
11. Ask them how they feel when they do what they have pictured. Allow time for class discussion.

PROCESSING THE EXPERIENCE

Content Questions:

1. How much is too much? (When it makes you sick, hurts you, causes you not to think, etc.)
2. Turn to your partner and take turns naming as many healthy ways as you can to feel good.
3. What effect do commercials have on what we buy? On what we think?

Personalization Questions:

1. Think of a time you had too much of something. How did you feel? Why?
2. Think of something you can do the next time you see a commercial that tries to get you to buy something that isn't really good for you.

CLOSURE

(Read the "You Can Help Yourself Feel Better" handout. Stress that there will be times when we feel a little "down." Discuss the five sentences and talk about how each might help us feel better.)

Illustrate the sentences on the handout. What do you do to make yourself feel better when you are unhappy? Write about that on the handout.

— ■ —

YOU CAN HELP YOURSELF FEEL BETTER

Illustrate the following sentences:

1. He listens to music.

2. She exercises.

3. She reads a book.

4. He talks to a friend.

5. He draws.

Write about what you do to make yourself feel better when you are unhappy.

Lesson 28

Topic

Substance Abuse Awareness

Student Objectives

The students will:

172. Describe the possible dangers of ordinary household substances
179. Discuss the use and abuse of medicine

Lesson Overview

Students list rules for taking medicine and illustrate them. They discuss ordinary household products and their use and misuse. They make a collage of household substances that need to be stored safely.

Basic Information

Many household products contain harmful substances. Some even contain poisonous materials. The products should be well-marked so that children can identify them. It is important for children to learn that these products should only be used by an adult. Medicines, likewise, are helpful. They can prevent us from getting sick. When we are sick, medicines help us feel better. Some people have to take medicine to make their bodies work right.

Children need to understand that household products and medicines are usually packaged with safety caps. Talk about the importance of this feature with the class and ask if they know why this is so.

Vocabulary

Poison
Safety
Lysol
Drano
Aspirin
Cough syrup

Suggested Materials

- Display of household cleaning product containers
- Sample bottles of aspirin
- Magazines
- Glue
- Cardboard
- Markers
- "Letters to Parents" (Handout #9)

Teaching/Learning Activities

TEACHER'S ROLE

Discuss with students how ordinary household products can be helpful when used properly and harmful when used carelessly. Help children to understand the proper way to use medicine.

ACTIVITY/EXPERIENCE

1. Ask students to brainstorm a list of rules about medicine. Lead them to include:
   - Medicine should be kept in a safe place.
   - Only a caring adult should give you medicine.
   - Directions on medicine should always be followed.
   - Take only your own medicine.
   - Know the poison symbol.
2. As the class goes through the rules, list them on the board.
3. Divide students into small groups and have each group illustrate one of the rules. Post them.
4. Show empty containers of several kinds of ordinary household substances (e.g., oven cleaner, soap flakes, paint, Drano, etc.). Be sure that some of the containers have a poison symbol on them. Discuss the meaning of the symbol.
5. Talk about the common household items you've shown. Engage the class in discussion about when it is appropriate to use these products and by whom they should be used.

PROCESSING THE EXPERIENCE

Content Questions:

1. When is medicine good? (When it is prescribed by a doctor or given by a caring adult.)

2. When can medicine be harmful? (When we take someone else's, when we don't follow directions, etc.)
3. What are some rules for taking medicine?
4. In what ways can ordinary household products be dangerous? (Many are poisonous and if tasted or breathed too long could really hurt us.)

Personalization Questions:

1. Do you follow the rules when you take medicine?
2. Do you stay away from household substances if you are not supposed to use them?

CLOSURE

(Divide the class into two or three small groups. Give each group about 10 magazines.)

Cut out pictures from the magazines of household cleaning materials that need to be stored safely. Make a collage of these products.

(Display the final product on a bulletin board.)

Possible Extension Activity

Have the children take a safety tour of their home. Send a note home to parents describing the lesson about household products and safety. (See Handout #9.)

■

Handout #9 - Lesson 28 (Level B, Part 1)

Dear Parents,

We have been discussing household substances and medicines in the class this week. As a follow-up to this lesson, I have asked the class to take on the role of "safety inspectors" at home. They are to identify household products such as disinfectants, drain openers, bathroom cleansers, ammonia and laundry detergents. They are to verify that these products are in a safe place. Substances such as aspirin and cough syrup are to be identified as medicines which should be taken only under adult supervision.

Please take a moment to sign the attached form which will become part of our substance abuse safety bulletin board at school.

Thank you for taking the time to talk with your "safety inspector."

Sincerely,

____

(Teacher's Name)

The Safety Inspector, ______________________________,
(Child's Name)
has inspected our home. All products are in a safe place.

____

(Parent/Guardian Signature)

Lesson 29

Topic

Cultural Similarities and Differences

Student Objectives

The students will:

238. Explain that they are all children of God who are alike and different
239. Verify that people are not all alike and differences can be good

Lesson Overview

Students listen to a short story, discuss likenesses and differences among people from various cultures (shown in pictures) and talk about ways people are alike and are different.

Basic Information

Learning non-oppressive ways of interacting with differences requires more than introducing diversity into the classroom. It also requires gentle, but firm, guidance by adults. Teachers must become aware of any attitudes or feelings that prevent them from intervening in discriminatory interactions between children and practice appropriate responses through role-playing.

Children sometimes react to cultural differences with discomfort and hurtful behaviors. Whether these are "natural" responses to newness or learned responses to differences, it is necessary to intervene so that pre-prejudice is not allowed to ripen into prejudice.

When working with children at this age, it is important that materials primarily focus on people from different cultural backgrounds in the USA in terms of how they look and live today. Materials and cultural information about people from other countries, as they look and live today, should build upon learning about diversity in our country. This should be done without confusing people who live in the USA with people who live in other countries. With young children, it is important to start with what is most familiar to them before introducing something that is farther away from their experience.

Vocabulary

Same
Alike
Different

Suggested Materials

- Record or tape of "It's A Small World"
- Pictures of children from different cultures from within the USA today (from social studies books, literature books, posters, etc.)
- Name cards of children from different cultures (Attachment H)

Teaching/Learning Activities

TEACHER'S ROLE

Help students to understand differences.

ACTIVITY/EXPERIENCE

1. Read the following story to the class.
   A young white child asks a visitor to her school, "What is your name?" The visitor answers, "Rayko." "Yuck," says the child. Her teacher admonishes, "Be nice to our visitor." Rayko joins in and asks the child, "Does my name sound funny to you?" (She nods yes.) "Have you ever heard it before?" (The child says no.) "It is a new and different name to you," continues Rayko. "I like my name; it is a Japanese name." "Oh," says the child and goes off to play.
2. Help the children identify situations in which they met people from different cultures with unfamiliar names.
3. Using Attachment H, talk about names from different cultures. Pronounce each name and have the children say it. If students in your room have ethnic names, relate them to those listed.
4. Show students pictures of children from different cultures and talk about their possible names.

PROCESSING THE EXPERIENCE

Content Questions:

1. Why do we learn how to pronounce people's names? (To show respect, a name is important to each person, etc.)
2. List ways the people in our pictures are alike.
3. List ways the people in our pictures are different.
4. Are differences good or bad? (Usually good; some differences, like a tendency to cheat or steal, are not good.)

Personalization Questions:

1. How do you feel if others do not know your name or say it wrong?
2. How can you show each person that you respect them?

CLOSURE

Listen to a recording of "It's A Small World." Draw a picture of children from different cultures playing a game together.

Possible Extension Activities

1. Encourage the children to read stories about children from other parts of the world. Ask the librarian or media specialist for suggestions.
2. Ask the physical education teacher to teach the students a game or a dance from a different culture.

■

(Ideas in the "Background Information" and the story read to the children are taken from *Anti-Bias Curriculum: Tools for Empowering Young Children* by Louise Derman-Sparks and ABC Task Force, NAEYC.)

Attachment H - Lesson 29 (Level B, Part 1)

Japanese **Rayko Ito**	Spanish **Juanita Garcia**
Chinese **Kai Chung**	Native American **Joseph Roy YellowWolf**
African **Leopold Kenyatta**	Palestinian **Ely Adah**
Irish **Siobhan O'Malley**	Iraqi **Mustafa Salam Arif**
German **Magda Auterman**	Italian **Marco Pusateri**

Lesson 30

Topic

Cultural Similarities and Differences

Student Objectives

The students will:

237. Experience a variety of cultures through music, art, food
240. Experience and learn from persons with disabilities in order to appreciate them and their gifts

Lesson Overview

Using the analogy of ice cream flavors, children learn that there are many different kinds of people in the world. The students discuss different kinds of ethnic foods and listen to music from other countries. To help increase appreciation for people with disabilities, the children try to perform simple tasks without the use of their hands. The lesson closes with a prayer, thanking God for making people different.

Basic Information

Children sometimes react to differences in food by vocal expressions and face-language. While we encourage children to be in touch with their feelings, it is important that they learn appropriate ways to express themselves. The same is true of meeting people who are physically, mentally or emotionally different from the non-disabled population.

Introducing non-oppressive ways of interacting with people who are different from ourselves demands more than introducing diversity into the classroom. It is essential that children recognize that aggressive behavior hurts others and is often as hurtful as physically harming another person. The world is made up of disabled people, as well as non-disabled people. If we are to bridge the diversity gap, it is important for us to recognize and celebrate our differences.

Vocabulary

Culture
Differences
Disabled
Background
Celebrate

Suggested Materials

- Chart showing various flavors of ice cream and yogurt cones
- Pictures of children from other cultures
- Pictures of children with disabilities
- Records of music from our country and from two other countries (e.g., from India, Spain or Austria)

Teaching/Learning Activities

TEACHER'S ROLE

Help students to appreciate differences in food, music and art and to celebrate differences in people.

ACTIVITY/EXPERIENCE

1. Have students name as many different flavors of ice cream as they can. List these on the board.
2. Use the analogy of ice cream cones and various flavors of ice cream and yogurt. Tell the children that just as there are many different flavors of ice cream and yogurt, so too, there are many different kinds of people who make up this wonderful world.
3. Ask:
   - Do children in all countries eat ice cream?
   - What do children in other countries eat? (Chinese eat a lot of rice, Italians eat a lot of pasta, Mexicans eat a lot of salsa, etc. Be sure to make it clear to students that one specific item is not all that children in other countries eat.)
   - What could people from other countries think that children from the United States eat?
4. Play some of the music from each of three countries.
5. Ask:
   - How are these pieces of music alike?
   - How are they different?
   - Which do you like best?
6. To help children understand the difficulty of performing simple tasks without the normal use of their hands, have the students put two pairs of mittens

Lesson 30

Cultural Similarities and Differences

(continued)

or socks on their hands and perform simple daily tasks such as:

- putting on their coats
- getting books out of their desks or cubbies
- drawing a picture
- writing their name
- eating a snack
- opening a resealable plastic sandwich or storage bag
- opening a door or locker.

7. For this activity to be effective, children should have their two pairs of mittens or socks on for at least 20 minutes.
8. Lead the children to discuss the following questions:
   - What problems did you have in trying to manipulate door knobs, papers, crayons and pencils?
   - How did you finally manage to do what you had to do?
   - Did you feel yourself becoming frustrated because it took you longer to write your name or draw a picture?

PROCESSING THE EXPERIENCE

Content Questions:

1. What are some of the things that children in all countries enjoy? (Food, playing, listening to music, etc.)
2. What are some differences between you and children in different countries? (They eat different foods, play different games, etc.)
3. Do you suppose different countries have different kinds of art? (Yes.)
4. What can we learn from all these likenesses and differences? (That people are alike and different and we all have a lot to learn from each other.)
5. What have we learned about people with disabilities?

Personalization Questions:

1. What is your favorite food?
2. What is your favorite music?
3. What gifts or abilities that you have are you thankful for?

CLOSURE

Let's say this prayer to thank God for making us all so wonderfully different.

"Dear God, thank you for making me the person I am. I love you very much. I want to be a good person. I want to be kind to others, even when they look and act different from me. Sometimes I don't understand why some of my friends can't do the same things I can, but please help me to be kind to them anyway. I'm glad you made so many different kinds of people, God. That's one of the best things about our world. Ice cream and yogurt aren't the only things that come in special flavors. People do too. Help me to love them as I love myself. Amen."

■

(The activity with the mittens and socks is adapted from *Kids Come in Special Flavors* by Pat Cashdollar and Joan Martin.)

LEVEL B
PART 2

Lessons 1-30

Lesson 1

Topic
Individual Differences

Student Objectives
The students will:

269. Identify ways in which they are special and unique, as created by God
270. Tell how differences are good
271. Describe how each person may react differently to the same situation

Lesson Overview
Students notice similarities and differences between themselves and their friends. They experience different reactions to the same situation and discuss them. They then draw a picture of something they do especially well and discuss their uniqueness. Finally, they share in a prayer service.

Basic Information
The purpose of this lesson is to reintroduce the concept of individual differences. Children realize from having been together with some of the same peers for more than two years that, even though they share many of the same physical traits with children their same age (height, weight, etc.), the ways in which they react to given situations make them different from each other.

Difference is not a negative word. Sometimes children believe the opposite because their experience base tells them that when someone has opted not to follow "normal" procedures to do a task, that person is labeled "different." At this age, children do not want to be perceived as being different.

Vocabulary
Individual
Unique
Celebrate

Suggested Materials
- Drawing paper
- Crayons, markers
- Construction paper (pre-folded — for prayer service)
- Tape and posterboard
- "Each of Us Is Special" (Attachment 1)
- A heavy book

Teaching/Learning Activities

TEACHER'S ROLE
Facilitate discussion about the meaning of the word, "unique," and discuss differences as a means of celebrating our uniqueness.

ACTIVITY/EXPERIENCE
1. Ask the children to think of a friend they play with often. Ask them to think of the many ways in which their friend and they are the same. Some examples might include: height, weight, color of eyes, hair, clothes, fun or sports activity interest, etc.
2. Now ask the children to think of the many ways in which they are different from their friends. Examples might include some of those mentioned above.
3. Ask them how they feel about the similar interests they have with their friends. Next, ask them how they feel about things they do that are different from their friends.
4. Ask whether same interests are better than different interests. (Not necessarily. The fact that they can choose is what makes them individual and unique.)
5. Suddenly drop a book. Have students list the different responses students made. (For example, some might have jumped, laughed, got frightened, screamed, etc.)
6. Ask:
   - Did everyone respond the same?
   - Is this good?
   - Why do you say that?
7. Announce that we will skip math class today and have reading twice (or a similar situation which is appropriate for your group). List different responses. (For example, some might have rejoiced, some were disappointed, some talked, some were quiet, etc.)
8. Ask:
   - Did everyone here respond in the same way?

- Is this good?
- Why do you say that?

9. Have the children draw a picture of something that they can do very well. Tell them that if they would rather write a word that describes something they do well, they should print or write it in big letters on their drawing paper.
10. Ask if everyone is drawing the same thing.

PROCESSING THE EXPERIENCE

Content Questions:

1. How are differences good? (They make life more interesting, make each of us special.)
2. Why do different people react differently to the same situation? (Because each person is unique and special.)

Personalization Questions:

1. How do you feel about your accomplishments? Do you feel happy?
2. What makes what you can do so special?
3. How do you feel when your mom, dad, aunt, uncle, grandparents, teacher or principal tell you that you're special?

CLOSURE

(Use the prayer service, "Each of Us Is Special," on Attachment I as a faith-sharing experience. If possible, invite parents to participate in the classroom celebration.)

Possible Extension Activity

Divide children into groups of three or four. Be sure that each group has at least one washable stamp pad. Give each child a sheet of manila paper. Instruct the children to copy, "I Am Unique," from the chalkboard. Have them make their thumb prints on the paper. Show them how to make thumbkin animals or flowers. Some children may simply choose to make scatter designs all over their paper.

■

PRAYER SERVICE

EACH OF US IS SPECIAL

To prepare: Arrange chairs in a semi-circle, facing a table on which is placed a Bible (open to 1 Corinthians 12:12-26), a roll of tape and a large piece of posterboard. Prior to the service, draw a tree trunk and bare tree limbs. Print the phrase, "We All Belong to Jesus," on the posterboard. Print the responses, "And also with you" and "Thanks be to God," on the board for the students. Prepare students to do the two readings in the prayer service.

Give each child a piece of pre-folded colored construction paper and show them how to carefully tear the outline of a leaf. Have the children print their name on the leaf.

When all the leaves are ready, invite the children to begin the prayer service.

Leader: May the peace of Jesus be with you.

All: And also with you.

Leader: We gather here today to listen to the word of God, to think about its meaning and to respond to it. We have come together to pray. We do this as a group, but we are not just any group. We are Christian people, brought together by our faith in Jesus.

Each of us is unique and each of us is special. Each of us has been given the gift of faith. Faith is a special gift by which we can help and support each another. Let us listen to St. Paul's words.

Reader One: A reading from Paul's first letter to the Christians at Corinth.

We each have only one body, but all of our bodies have many parts. All of the parts of the body are important. My eyes cannot say to my hands: "I am more important, so I don't need you." And my head can't say to my feet: "I do the thinking, so I don't need you."

Reader Two: Even those parts of my body that don't seem too important are essential for my well-being. Now this is the point: we Christians are the body of Christ Jesus. Every one of us is a member of it. Christ is the head and we are the parts. All of us are important and all of us need each other.

The Word of the Lord.

All: Thanks be to God.

Leader: Sometimes we use the symbol of a tree to show our specialness as a group. Trees, especially trees in the fall, have many leaves. Each leaf is special and unique, even when it falls to the ground.

As a sign that we are a special group, brought together by Jesus, let us now gently place our leaves on this tree. We will keep this poster in a special place in our classroom. Please come forward one by one, with your special leaf.

(For the leader: As you attach each leaf to the tree with tape, say to each child: "[name], you are a member of the body of Christ.")

(This prayer service is adapted, with permission, from *Praying With Children: 28 Prayer Services for Various Occasions* (paper, 88 pp. $9.95). Copyright 1990 by Gwen Costello, editor of *Religion Teacher's Journal.* The book is published by Twenty-Third Publications, P.O. Box 180, Mystic, CT 06355, 1-800-321-0411.)

Lesson 2

Topic
Individual Differences

Student Objectives
The students will:

272. Describe differences in physical attributes, such as size, weight, limitations
273. Explain how some people stereotype what boys and girls can do

Lesson Overview
Students draw pictures with color limitations, which leads to discussion of gender limitations and stereotyping. They then make a collage showing diversity as good.

Basic Information
This lesson helps students recognize that they will be able to achieve many things in life, as long as they are not encumbered by physical limitations or what other people think of them. As soon as limitations are put on someone, that person's ability to act freely is thwarted.

The lesson is about courage: courage to believe in self. The familiar saying, "Be all you can be," comes to mind in this lesson. It is important for children to realize that they have an incredible amount of energy and enthusiasm to accomplish almost anything they set out to do. Discussion of what they see themselves doing when they're grown up is an appropriate introduction to sex stereotyping of roles. Questions such as "Can boys be nurses?" and "Can girls be doctors?" are good openers. Some men choose to work at home and play the dual role of career person and "Mr. Mom." Listen to the responses of students enthusiastically.

Vocabulary
Stereotype
Physical limitations

Suggested Materials
- Crayons, markers
- Magazines
- Scissors, glue

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to realize that physical attributes comprise only a piece of information about them and what they are capable of doing.

ACTIVITY/EXPERIENCE
1. Divide the class into two groups: girls on one side and boys on the other.
2. Tell the children that they are going to draw a picture of themselves using only these crayons: pink for girls; blue for boys; and correct-color tones for their skin, eyes, hair and lips.
3. When the students have finished their drawings, ask:
   - Is this your best art work?
   - Why or why not? (Probably no because of color limitations.)
   - Who are taller, boys or girls? Are all girls (or boys) taller than all boys (or girls)?
   - Who are heavier, boys or girls? Are all girls (or boys) heavier than all boys (or girls)?
   - What does this tell us? (That we cannot say that all boys are alike or that all girls are alike.)
4. Explain that when limits, such as color or height or weight, are set on things, those things and situations are stereotypical of what and who people really are.
5. Ask the students to think about a time when someone told them that they couldn't do a particular thing because of their gender. An example might be: playing soccer, jumping rope, playing softball, practicing gymnastics, climbing a tree, dancing, acting or sewing.

   Tell the children that if they believe that only girls can do some of the things mentioned above, boys would lose out on a great deal of fun. Likewise, if girls were told that soccer or softball were off limits to them because of their gender, they would miss out on some wonderful opportunities.

PROCESSING THE EXPERIENCE

Content Questions:

1. What kinds of things do you think boys like to do?
2. What kinds of things do you think girls like to do?
3. What kinds of things do you like to do?
4. Do you like these things just because you are a girl or boy or is it just a fun thing to do?

Personalization Questions:

1. Do you ever make fun of girls doing things some people think are for boys only?
2. Do you ever make fun of boys doing things some people think are for girls only?

CLOSURE

Cut out magazine pictures of boys and girls and men and women, which demonstrate diversity in looks and activities.

(Make a poster entitled, "We Are All Good People.")

Possible Extension Activity

Read a story which contradicts gender stereotyping. Use either *William's Doll* by Charlotte Zolotow (Harper, 1972) or *My Daddy Is a Nurse* by M. Wandro and J. Blank (Addison-Wesley, 1981) or ask the school or public librarian for other suggestions.

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Lesson 3

Topic

Courtesy and Respect for Others

Student Objectives

The students will:

19. Explain reasons for having and following lunchroom, playground, assembly, church and classroom rules
20. Recognize through words and actions the presence of Christ in each one of us

Lesson Overview

Students experience an activity without clear rules and discuss it. They reflect on their own feelings when rules are not followed.

Basic Information

Rules are established in order to set limits, foster safety and initiate boundaries. In social and learning situations, such as the classroom, lunchroom, church, assembly hall and playground, rules set the tone for the type of behavior that is acceptable.

So children can be expected to follow rules, it is necessary for them to understand why rules were instituted. Children at this level of development are beginning to differentiate. In order to help them gain self-confidence, it is important for them to understand the process of how and why things are so. Conforming to rules will help them begin to achieve a new level of differentiation. Children will begin to understand that instead of hindering them from acting, rules actually provide them the opportunity to make wise choices.

Vocabulary

Rules
Behavior

Suggested Materials

- Drawing paper
- Crayons
- Markers

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to understand the reason for establishing rules.

ACTIVITY/EXPERIENCE

1. Ask the children to sit in a circle. When they are all seated, tell them that they are going to play a game without rules.
2. Instruct children to do the following:
   - Divide into groups of four.
   - Tell them that each group is going to do something.
   - You will tell them when to stop.
   - They may not ask questions of you. (Allow 10 minutes.)
3. Ask each group to take their turn sharing what they did with the large group. Anticipate that some children will be reluctant to share because the directions given were not specific.

PROCESSING THE EXPERIENCE

Content Questions:

1. What happens when unclear, non-specific directions are given to people?
2. Did all of us show we recognized Christ in each person during this time?
3. How do rules (or clear expectations) show respect for others? (They help us be clear, they help us be safe, etc.)

Personalization Questions:

1. How did you feel when your group was called on to share what you did?
2. Would you have felt more confident if you knew what your group was supposed to do?
3. Do you think that it is important to know the rules of a game before you begin to play?
4. What would you have said to the class if you were the teacher?

CLOSURE

Try to be aware of the way in which you treat each other in school. Be especially aware of the way in which you talk to each other. Illustrate the Golden Rule concept: "Treat others as you would like to be treated."

Possible Extension Activity

With the children, make a bulletin board depicting the Golden Rule.

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Lesson 4

Topic

Courtesy and Respect for Others

Student Objectives

The students will:

21. Include peers in games, activities, playtime
22. Respect others by working so as not to disturb them

Lesson Overview

Students work in a small group and evaluate its work. They discuss the meaning of including others and working so as not to disturb others.

Background Information

Children at this age are becoming socially conscious. They are beginning to understand what it means to include others in their play and learning activities. Conversely, they are beginning to understand how excluding others from their activities is hurtful.

Children are adept at picking up language patterns from each other, as well as from adults. They often are desensitized as to how they actually come across to each other. Media often exposes them to the art of "put down." In their attempt to act "grown up," they mimic what they've heard without fully comprehending the hurtful tone in their voice and the hurt others feel. It is important for the teacher to convey that respect for the other means that we speak and act kindly to the person.

Suggested Materials

- Large poster or butcher paper
- Markers
- Crayons
- Paints
- Scissors

Teaching/Learning Activities

TEACHER'S ROLE

Help students to understand the importance of including others in their activities and teach the meaning of the word, "respect."

ACTIVITY/EXPERIENCE

1. Provide time for the children to work in small groups and create a game they can share with the whole class.
2. Have the groups take turns explaining the game or activity to the entire class.
3. After all the groups have had a turn describing their activity, ask the children what they learned from this experience. Encourage them to verbalize their feelings of respect for peers.

PROCESSING THE EXPERIENCE

Content Questions:

1. Was everyone included? Why was this good (not good)?
2. Did everyone work so as not to disturb others? Why was this good (not good)?
3. Why is it important to work as a group? (Many ideas are better than one, everyone has something to contribute, etc.)
4. What does it mean to respect another person's ideas? (To listen to them, to make suggestions to improve them, to compliment them, etc.)

Personalization Questions:

1. How did you feel when you were in the small group?
2. Did you try to listen to the ideas that others offered?
3. Do you think that it can be fun to work together?

CLOSURE

Choose a friend and do one of the following together:

- Create a recipe for snack time.
- Design a toy for a baby.
- Write a story about your school.
- Pretend that you are an apple and your friend is an orange. Write a story about how you feel about being inside a glass fruit bowl.
- Write a poem about your favorite color.

Possible Extension Activity

Have the children choose a different partner and do a second activity from the list in "Closure."

■

Lesson 5

Topic

Courtesy and Respect for Others

Student Objectives

The students will:

23. Defend the role of people in authority, for example, principal, police, crossing guards, monitors, parents, clergy, teachers, government officials

Lesson Overview

Students listen to a story, discuss people helping them if they are lost, role-play a person in authority helping a child and close by praying for those in authority.

Basic Information

Respect is one of those more intangible signs that adults hope is transmitted to children by modeling. We know that respect comes to persons who show it to others.

Especially in today's world, respect is a necessary tool for building healthy self-esteem. Children need to learn that if they are to respect others, they in turn must love and respect themselves — their bodies, their belongings and their private space. When children understand respect as it relates directly to them personally, it is much easier for them to understand showing respect to others, particularly those in positions of authority.

Suggested Materials

- Drawing paper
- Crayons
- *Lost* by David McPhail (Little, Brown & Co., 1990)

Teaching/Learning Activities

TEACHER'S ROLE

Explain the role of authority figures and elicit ways in which we show them respect.

ACTIVITY/EXPERIENCE

1. Read the story, *Lost*, by David McPhail. (The story is about a bear who crawls into a delivery truck when the driver is fixing a flat tire. The bear falls asleep and when he awakens, he is in a strange city, lost and afraid. A little boy hears him crying and helps the bear find his way back to the forest, but then the boy becomes lost and the bear helps him find his way back to the city.)
2. Ask the children if they were ever lost. Some of them might have stories about momentary "lost" experiences at the shopping mall, department store or supermarket. Encourage them to discuss how they felt when they were lost.
3. Pair the children off and ask them to decide who in each pair will be the lost child. Have the other child in each pair play the role of salesperson, police helper or security officer. Give them time to create and role-play a lost-and-found scenario.

PROCESSING THE EXPERIENCE

Content Questions:

1. Why is it good to have people like principals, teachers, police officers, etc.? (To help us, to show us what to do, to keep order, etc.)
2. What would happen if these people weren't around? (We would not be safe, there would be trouble or mix-ups, etc.)

Personalization Questions:

1. How did it feel to be lost?
2. Name some adults who might be able to help you if you are lost.

CLOSURE

Spend a few minutes of quiet and let's reflect on names of people who are in the helping profession: teachers, principals, priests, police officers and firefighters.

Say a prayer of thanks.

(Use or expand on a prayer similar to the following: "Thank you, God, for people who help us when we are in need. Thank you for the older students in our school who help us on the playground and when we cross the street or get on the bus. Thank you, God, for all that you do for us. Amen.")

■

Lesson 6

Topic
Friendship

Student Objectives
The students will:

52. Treat others respectfully

Lesson Overview
Students experience a situation in which they are not shown respect and discuss their feelings about it.

Background Information
Children at this age are eager to please; consequently, respecting adults usually comes naturally. Learning to respect their peers is somewhat more challenging.

Children learn the concept of respect for others when it is presented in a concrete way. Children at this age seem to recognize lack of respect, before they understand what respect is. Alluding to examples of respectful conduct in the classroom and on the playground will help children differentiate this behavior.

Suggested Materials
- Writing paper
- Pencils

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to expand on what it means to treat others respectfully.

ACTIVITY/EXPERIENCE
1. Tell the students that they are going to participate in a different kind of class experience today. They are going to learn what it means to respect another person.
2. Distribute writing paper.
3. Divide the class into two or three groups. Tell them that they need to follow directions closely to find out what words they are to write on the paper which was just distributed to them.
4. Turn your back to all but three children. Talk to them in a whisper and tell them to write these words on their paper: mother, father, sister, brother, teacher, friend.
5. Walk to the back or side of the room without saying a word to the rest of the children. Many of them will become disturbed by your behavior. Simply look at them without repeating the words. Say, "Write the words. I gave directions once already."
6. Before children become too uncomfortable or anxious, intervene and ask them if they like this kind of treatment. Encourage discussion.
7. When the children have all had a turn to speak, talk about the word, "respect."

PROCESSING THE EXPERIENCE

Content Questions:

1. Did I show respect for each of you? (No.)
2. How did you honestly feel when you could barely hear what I was saying?
3. How do people feel when they are treated unkindly? (Feel left out, ignored, not important, not respected, etc.)

Personalization Questions:

1. How do you feel when people ignore you?
2. How do you feel when you show respect for another person's space or things?

CLOSURE
All people deserve to be treated with respect. Human beings are made in the image and likeness of God. Sometimes we may not like what people do, but we have no right to treat them poorly. Respecting another person is a compliment to the person, as well as to ourselves. When we respect another, we recognize the goodness that is in the person.

Possible Extension Activity
Encourage the children to keep a little journal for the week. Ask them to list the people they treated respectfully on the playground, in the lunchroom, on the bus, etc.

■

Lesson 7

Topic
Friendship

Student Objectives
The students will:

53. Verify that friends help people grow

Lesson Overview
Students reflect on friends they've had before and have now. They listen to a record and pray for their friends.

Background Information
Children at this stage have already experienced friendship with other children and adults. Building on friendships from their preschool, kindergarten and first grade experiences, children begin to realize how friends can and do help us grow. Encourage children to draw on their experiences to stimulate active class discussion.

As children reflect on their physical growth and recall experiences of "first" friendships in school, gymnastics class, soccer and other activities, they become aware of how some friendships have changed. Memories of good friends who have helped us through difficult times and shared in happy moments with us help shape how we value friendship.

Vocabulary
Friendship

Suggested Materials
- "Friends Are Like Flowers" by Carey Landry (from *Hi God! 2*, North American Liturgy Resources, 1975)
- Soft background music

Teaching/Learning Activities

TEACHER'S ROLE
Facilitate discussion with students about how friends help us grow.

ACTIVITY/EXPERIENCE
1. Tell the children that they are going to play a game, "Looking Back," remembering all the friends they've made. Set a reflective mood by asking the children to close their eyes and to think about all the people in their lives who have helped them grow. Play soft background music to set the tone for this reflection.
2. Pause for reflection after each question.
   - Looking back to when you were in preschool, who are the friends you remember most?
   - Why did you call them your friends?
   - What did your friend(s) look like?
   - What are their names?
   - How did they help you grow?
   - When you were in kindergarten, you made some other friends. What did they look like?
   - Why did you choose these friends?
   - How did they help you grow?
   - Since then, you have made more friends. Some of your friends stayed the same. How did those friends help you grow?
3. Play the song, "Friends Are Like Flowers," or another song about friends.

PROCESSING THE EXPERIENCE
Content Questions:

1. Sometimes the friends that you had in preschool are not your friends now. Why do you think this is so?
2. Can you still be friends with people if they no longer live near you?
3. Can you still be friends with someone if they no longer attend the same school?
4. Do you have brothers or sisters who are good friends to you?
5. Are there some older people who are good friends to you?

Personalization Questions:

1. Who are your friends now?
2. Why do you like these friends?
3. How do these friends help you grow?
4. How do you feel when your friends are with other friends?

CLOSURE
Pray for your friends as the song, "Friends Are Like Flowers," is played.

Possible Extension Activity
Have the students make a booklet about their friends. Provide materials such as paper, crayons, markers and yarn. Encourage them to use words describing what a good friend is.

■

Lesson 8

Topic

Friendship

Student Objectives

The students will:

54. Describe how a variety of friends can help us grow in different ways

Lesson Overview

Students listen to a story and discuss how to make friends, keep friends and how different friends help us.

Background Information

Children at this stage of development tend to focus on one friend at a time. Through interactions with groups of children at Brownie and Cub Scout meetings, their circle of friends begins to expand. They begin to realize that different people help them to develop different aspects of their personality. They also begin to understand that having many friends is healthy and fun.

This lesson will help children focus their attention on the friends they have already made in their young life. For some less popular children, this exercise will help them realize that they do have a circle of friends. This process will begin to expand their understanding of what it means to have a variety of friends.

Suggested Materials

- *A Home* by Nola Langner Malone (Bradbury Press, 1988) or another comparable book about friends
- Drawing paper
- Crayons, markers
- Writing paper
- Pencils
- Hangers
- Scissors
- Crepe paper
- Yarn or string
- Hole punches

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to understand how different people help us grow in different ways.

ACTIVITY/EXPERIENCE

1. Invite children to sit in a large circle on the floor. Tell them that you are going to read a special story to them about friends.
2. Read *A Home*.
   (*Synopsis:* The book opens with scenes of Molly saying good-bye to her old house and her favorite places to play. Her new house just doesn't seem right until she meets one of her neighbors, Miranda Marie. The two girls play various games together until it gets dark outside and they end up fighting about who saw the first star. Molly returns to her new house feeling sad and dejected until she looks out of the window and sees Miranda Marie looking out her window, directly across from her. They wave to each other and shout that they will play again tomorrow.)
3. Ask the children how many of them have ever moved. Talk about the experience of saying good-bye. Share your own story of saying good-bye to your friends.
4. Talk about ways to meet new friends — at school, in the neighborhood, at church, gymnastics, soccer, etc.
5. Talk about ways to keep in contact with friends — telephone, letter writing, visiting.

PROCESSING THE EXPERIENCE

Content Questions:

1. What are some good ways to make friends? (Play with others, share with others, talk with others, respect others, etc.)
2. How can having different friends help you? (Different people like different things, are good at different things, etc.)

Personalization Questions:

1. How does it feel to have friends?
2. Can you think of one way a friend has helped you? (Perhaps your friend taught you how to play a game or ride a bike.)
3. Can you think of some ways that you have helped a friend?

CLOSURE

Make a friendship mobile. Decorate a hanger with crepe paper and yarn. On one side of your construction paper, draw a picture of a friend. On the opposite side of the paper, write what the friend helped you learn. Put a small hole in each picture and pull string or yarn through the top. Fasten it to the hanger.

Do this for each friend you can think of.

■

Lesson 9

Topic

Describing and Expressing Feelings

Student Objectives

The students will:

205. Explain that all people have a variety of feelings, both pleasant and unpleasant
207. Know they are a loved and loving person

Lesson Overview

Students listen to a story, identify feelings in the story and discuss if they've ever had these feelings. They talk about all people having pleasant and unpleasant feelings.

Background Information

One of the things that makes us unique is our feelings. These feelings can change over time. People have many different feelings and emotions. The way in which people express their feelings contributes to their uniqueness.

Feelings and emotions are a natural part of life. The way one expresses feelings contributes to the development of a healthy personality. All of us do not feel the exact same way about things. Sometimes feelings may be pleasant, other times they are not pleasant. Learning to express feelings in a positive way is healthy.

(Note: Be sensitive to the composition of the class when asking the "Personalization Questions." Some children may come from single-parent families, others may have no siblings.)

Suggested Materials

- *How Do I Feel?* by Norma Simon (Alfred Whitman, 1970)
- Large chunky crayons or washable markers
- Manila paper

Teaching/Learning Activities

TEACHER'S ROLE

Help children to understand that their feelings are a natural expression of who they are.

ACTIVITY/EXPERIENCE

1. Read the story, *How Do I Feel?*. (The story is about twin brothers and some of the many feelings they have. The story points out that even though these boys are twin brothers and live in the same family, they are different in many ways.)
2. Identify some of the feelings in the story. Make a list of these on the board. Ask the class if they can remember any times when they experienced these feelings.
3. Ask the children to think about the many feelings they have and how they express them. Say, "If you know the right answer in class or if you get all the answers right on your worksheet, you feel very proud of yourself. Most of the time you share this good feeling with your family and friends. Good feelings are easy to share. Can you name a time when you had a really good feeling? Good feelings make us happy."
4. Continue, "The opposite of happy is sad. Sad feelings are a little harder to share because we don't always understand these feelings. Sometimes we are embarrassed by sad feelings. We think that people won't like us anymore if we tell them we are not happy. Sometimes when we are unhappy, we feel angry. Did you ever feel angry? How did you express your anger? If anger stays inside us, it can make us unhappy or sick. Sometimes when people feel anger, they want to hit another person. This is not the best way to handle anger. What do you think are some good ways to handle anger?"

PROCESSING THE EXPERIENCE

Content Questions:

1. How do we know we are loved? (God tells us through others.)
2. How do we show we love others? (Share our feelings with them, be honest, happy, sad with them, etc.)

3. Does everyone have pleasant feelings? (Yes.) Name some of them. (Happy, proud, surprised, thankful, etc.)
4. Does everyone have unpleasant feelings? (Yes.) Name some of them. (Anger, hurt, sadness, etc.)

Personalization Questions:

1. How do you feel when your parent or guardian scolds you for something?
2. How do you feel when your parent or guardian says you can do anything you want?
3. How do you feel when everybody is having fun at the family picnic except you because you couldn't bring your bike?
4. How do you feel when you do a good job on your work or chores?

CLOSURE

Spend a few moments of quiet. Close your eyes and visualize a time when you had a very happy feeling about something you did. Try to think of a color that reminds you of this happy moment.

Try to remember a time when you had some trouble with your feelings. Think about a person you can talk to when you feel sad or unhappy.

Say this prayer:

"Thank you, God, for all my feelings. Thank you for giving me friends with whom I can share my feelings. I am glad that I am so wonderfully made. Bless all my friends. Amen."

■

Lesson 10

Topic

Describing and Expressing Feelings

Student Objectives

The students will:

208. Practice appropriate ways to share their feelings with their parents and other adults

Lesson Overview

Students role-play situations in which they express various feelings. They discuss the importance of appropriate expression of feelings. Finally, with colors, they illustrate pleasant and unpleasant feelings.

Background Information

Young children are exposed to various ways in which people express their feelings. Unfortunately, the media has capitalized on inappropriate ways that people share their feelings. In order to offset the violence that surrounds inappropriate sharing of feelings, it is important for teachers to promote appropriate ways of sharing feelings in the classroom setting.

Learning to express feelings in a healthy way is an important developmental step for children to achieve. Children need to learn that their feelings are important. They need practice in learning to express themselves.

Suggested Materials

- Watercolor paint sets
- Q-tips (about 8 per child)
- Manila paper

Teaching/Learning Activities

TEACHER'S ROLE

Help children feel comfortable in discussing their feelings with parents and adults.

ACTIVITY/EXPERIENCE

1. Invite the children to volunteer to role-play the following scenarios. Several sets of children might do the same scenario.
2. Set up this role-play:
   You are working on a picture at your desk. Someone comes by and pushes the paper you are working on to the floor. Your nice drawing is ruined.

   Ask:
   - How do you feel?
   - How do you express or show it?
3. Set up this role-play:
   Your friend, Kelly, tells you that her mother is going to be a teacher-helper at school tomorrow. When you get home, you ask your mom if she can come to school tomorrow, too. She tells you that she is sorry, but she cannot come because she must be at work.

   Ask:
   - How does this make you feel?
   - How do you express or show it?
4. Set up this role-play:
   Your friend does very well in writing. You're not as good at it. Your friend just got back a paper that both he or she and the teacher think is very good. Yours isn't as good.

   Ask:
   - How do you feel?
   - How do you express or show it?
5. Set up this role-play:
   You are on the playground at school. You just scored a point in kickball. It was the only point scored that day.

   Ask:
   - How do you feel?
   - How do you express or show it?

PROCESSING THE EXPERIENCE

Content Questions:

1. Why is it important to know how you feel?
2. Why is it important to express our feelings in the right way(s)?

Lesson
10

Describing and Expressing Feelings

(continued)

Personalization Questions:

1. How do you feel when you take time to talk about your feelings with your mom, dad or teacher?
2. How do you feel when you don't listen to your feelings?
3. How do you feel when you listen to yourself?

CLOSURE

(Provide each student with a set of water colors, cotton swabs and manila paper.)

Divide the drawing paper in half. On one side of the paper, use splashes of color to illustrate unpleasant feelings. On the other side, use different colors to describe pleasant, happy feelings.

■

Lesson 11

Topic

Describing and Expressing Feelings

Student Objectives

The students will:

209. Identify that behavior affects feelings and feelings affect behavior

Lesson Overview

Students make a feelings collage, demonstrate various behaviors for specific feelings and talk about acting out their feelings.

Background Information

Children come to school with a myriad of feelings. Some feelings are easy to identify, others are not. The child who overslept in the morning may come to school feeling upset and distraught because there wasn't enough time to enjoy a good breakfast. Perhaps another child missed the bus or delayed the car pool for one reason or another. All of these events contribute to a build-up of feelings. Feelings are neither good nor bad. They simply are feelings. There are no right or wrong feelings. Behavior is the end product of this build-up. Children experience their feelings through behaviors that are acted out.

It is important that feelings give way to expression so that children learn appropriate ways to show pleasant and unpleasant feelings. Experience tells us that positive forms of expressing feelings are generally more accepted than negative ones, and yet, it is precisely the negative expression of feelings that consume more attention in the classroom and home settings.

Nurturing children in a healthy environment which promotes self-expression and self-esteem is one of the responsibilities of the primary classroom teacher.

Vocabulary

Behavior
Feelings

Suggested Materials

- Drawing paper or butcher paper
- Crayons, markers
- Magazines
- Glue
- Scissors

Teaching/Learning Activities

TEACHER'S ROLE

Help students to understand how their behavior and feelings are interrelated.

ACTIVITY/EXPERIENCE

1. Make a feelings collage with the class. Instruct the children to cut out pictures of people whose body language and facial expressions demonstrate a variety of feelings. Glue the pictures onto the large paper so that it is completely covered.
2. Have the children take turns identifying the feelings depicted (e.g., angry, happy, angry, excited, etc.).
3. Have the children pantomime the behavior that could accompany each feeling described.
4. Introduce any of the following words that might not have been used in the collage and ask students if they can show a behavior that might match it:

aggravated angry anxious
bashful cheerful confused
down excited exhausted
fearful great grumpy
happy horrible jealous
kind lonesome miserable
nervous playful scared
upset violent worried yucky

PROCESSING THE EXPERIENCE

Content Questions:

1. How might you act if you feel happy? (Smile, be kind, etc.)
2. How might you act if you feel angry? (Be quiet, be rude, etc.)
3. If you feel upset, but act nicely, will it help you feel better? (It might, if you

Lesson
11

Describing and Expressing Feelings

(continued)

also talk to someone about how you feel.)

4. Do you always need to act like your unpleasant feelings? (No, you can still behave appropriately.)

Personalization Questions:

1. What are you like when you feel happy?
2. What are you like when you feel upset?
3. What are you like when you feel angry?
4. Do you ever try to hide your feelings?

CLOSURE

Feelings are neither good nor bad. They simply are feelings. There are no right or wrong feelings. Feelings are like a barometer that measures what's going on inside you. Some days when you're not feeling your best, it might be a little harder for you to be nice to your friends and family. You have no right to act out bad feelings, though. If you are feeling bad, it might be good to talk to someone about how you feel or sometimes it is helpful to draw a picture of how you feel.

— ■ —

Lesson 12

Topic
Family

Student Objectives
The students will:
68. Identify family celebrations, special occasions
69. Tell their parents or guardians they love them

Lesson Overview:
Students celebrate an "unbirthday" party and discuss why and how we celebrate events. They draw a memory book and thank God for people and celebrations.

Background Information
Celebrations are special ways of showing love. Birthdays, Christmas and Easter are some examples of special family celebrations. The children can identify other special occasions. Be attentive to children from other cultures and the ways in which their families celebrate special days.

Suggested Materials
- Blank note cards
- Markers
- Stickers (various designs)
- Used stamps
- Glue
- Memory books — made out of construction paper and newsprint
- Crayons, pencils
- *Alice in Wonderland* by Lewis Carroll (Scholastic, Inc., 1988)

Teaching/Learning Activities

TEACHER'S ROLE
Help students to understand that family celebrations are an expression of love.

ACTIVITY/EXPERIENCE
1. Explain that birthdays, Christmas and Easter are some examples of special family celebrations. Ask the children if they can identify other special occasions.
2. Prepare the children to celebrate an "unbirthday" party. Tell them that they are going to pretend it is their birthday. (Choose a day on which no one in the class is celebrating an actual birthday.) Prepare them for this event by reading a section from *Alice in Wonderland* which talks about honoring friends with a "very merry unbirthday" party.
3. Ask the children to describe what makes a celebration important. Encourage them to think about things beyond food, decorations and presents. Suggest that the importance of a celebration is that it gives people the opportunity to come together.
4. Allow the children time to express their feelings about celebrations by drawing a memory book. In addition to birthday celebrations, discuss other events in families which may have brought people together: First Communion; Baptism of a younger sibling, a relative or friend; a wedding; graduation; anniversary party; or family reunion.

PROCESSING THE EXPERIENCE

Content Questions:
1. Why do you think celebrations are important? (People come together, visit, share, laugh, etc.)
2. Why do you think memories are important? (They help us know the past and remember some things that we might like to do in the future.)

Personalization Questions:
1. How does it make you feel when your family and friends gather to celebrate your birthday?
2. How do you feel when people sing to you?
3. What is your best memory of a celebration?

CLOSURE

The best part of celebrations is that they tell us that other people care about us. Let's take a few moments now to be very quiet and think about those people who are important to us. Close your eyes and try to imagine that those people are with you right now. Take time to enjoy seeing them. Thank God for letting those people be part of you.

Take your memory book home, give it to your parents or guardians and tell them you love them.

Possible Extension Activity

Encourage the children to be attentive to other people in their families who are celebrating birthdays. Invite them to make cards or leave special messages at the table for them to show that they are loved.

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Lesson 13

Lesson
13
Family

Topic

Family

Student Objectives

The students will:

70. Explain that adults in some families consist of: mother and father, a mother only, a father only, grandparents, or step-parents

Lesson Overview

Students make a family tree and comment about it to the teacher. They discuss family composition.

Background Information

Children today are exposed to various types of family groups. The structure of a family should emphasize the importance of love and caring because healthy nurturing fosters healthy self-esteem and self-confidence. Children should learn, however, that all families may not be exactly like theirs. Some children live with grandparents and other relatives and form an extended family.

A growing number of children come from single-parent families. These children often feel left out when, for example, school open house or parent-student-teacher conferences take place and invitations are directed to two-parent families. Care should be taken to lessen the anxiety of children who come from non-traditional family settings. Using appropriate language is important in helping children develop healthy self-esteem.

Families provide children with the first real glimpse of their identity. Through families, we learn about love, conflict resolution, responsibility, respect and concern for others. In helping children form non-biased attitudes towards others, it is essential that they be exposed to differences about families.

Vocabulary

Family	**Parents**
Grandparents	**Foster parents**
Extended family	

Suggested Materials

- Construction paper
- Manila paper
- Crayons, markers
- Glue

Teaching/Learning Activities

TEACHER'S ROLE

Help students to appreciate the differences in families and realize that differences in families do not mean that one group is better than the other.

ACTIVITY/EXPERIENCE

1. Explain to the children that they are going to make a family tree, using different colors of construction paper. Show them how to tear the trunk of a tree, folding the black or brown construction paper. Next demonstrate how to tear the top of the tree, folding the green construction paper in half. Have the children add leaves of various colors to indicate their parents (or guardians), sisters, brothers and themselves. Have them glue the pieces in place on white drawing or manila paper.
2. As the children are working on this activity, move around the room to listen to their comments as they name the people in their family.
3. Ask the children the "Personalization Questions."

PROCESSING THE EXPERIENCE

Content Questions:

1. Are all families the same?
2. How are they different?
3. How are they alike?
4. Why do you think families are important?

Personalization Questions:

1. What do you like about your family?
2. Who are the adults in your family?
3. What special qualities do you bring to your family?

4. How do you think you would feel if you had no family?

CLOSURE

Close your eyes and quietly think of each member of your family. Think of something very special about each family member.

(Lead the class in offering a prayer of thanksgiving for all family members.)

Possible Extension Activity

Make a mural of families that depicts a two-parent family, a single-parent family and an extended family. Encourage the children to discuss their drawings freely as the mural is completed.

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Lessons 14-16

Topic
Christian Sexuality

Student Objectives
The students will:

Lesson 14
288. Discuss the role of parents
289. Discuss that babies are born of a loving and sharing married couple

Lesson 15
291. Demonstrate respect for their own bodies and those of others

Lesson 16
292. Demonstrate that one has respect for life

Suggested Materials
Teaching materials for these lessons are to be chosen by the local school, since guidelines differ from diocese to diocese.

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232

Lessons 17-19

Topic

HIV/AIDS

Student Objectives

The students will:

Lesson 17

321. Demonstrate an understanding of life as a gift and identify the responsibilities that result from that gift

Lesson 18

322. Explain in simple terms the meaning of the word "contagious"

Lesson 19

323. Test criteria for evaluating behavior as good/bad, safe/dangerous, kind/selfish

Suggested Materials

All of the materials for these three lessons can be found in *AIDS: A Catholic Educational Approach to HIV*, published by NCEA, 1992.

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233

Lesson 20

Topic

Communication

Student Objectives

The students will:

36. Describe appropriate times to speak for oneself and on behalf of others
37. Classify what should and should not be repeated

Lesson Overview

Students listen to stories and discuss tattling and gossiping. They reflect on what their actions might be the next time they feel like doing either one.

Background Information

Developing good communication skills is an important facet of learning. At an early age children are exposed to a variety of child-care situations. It is important for them to learn how to communicate well in order to make these experiences as productive and enriching as possible.

When children learn good communication skills and to express themselves well, their self-esteem is enhanced. They feel confident talking about their feelings and what they know.

Good communication skills help children learn to differentiate. Through practice, they come to know when it is appropriate to repeat information and when it is not appropriate.

Suggested Materials

- *A Children's Book About Tattling* by Joy Berry (Grolier Enterprises Corporation, 1988)
- *A Children's Book About Gossiping* by Joy Berry (Grolier Enterprises Corporation, 1988)

Teaching/Learning Activities

TEACHER'S ROLE

Help students to understand when to tell on others and what to do when gossiping occurs.

ACTIVITY/EXPERIENCE

1. Read *Tattling.*
2. Discuss "Content Questions" #1-3.
3. Read *Gossiping.*
4. Discuss "Content Questions" #4-7.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is tattling? (Reporting someone else's wrongdoing.)
2. What are reasons that some people tattle? (To get attention, to make oneself seem better than others, to continue being lazy and not solve one's own problems, to hurt other people's feelings, etc.)
3. When is it right to tell on someone else? (When you or someone else might get hurt, when your life or someone else's life is in danger, when property might be damaged, etc.)
4. What is gossiping? (Telling untrue things about others or telling true things which don't need to be told about others.)
5. Why is gossip wrong? (It can be lying, it can make others feel bad about themselves, etc.)
6. What can you do if someone wants you to listen to gossip? (Tell them that you do not want to hear gossip, go away from them if they continue.)
7. What can you do if people gossip about you? (Talk to them kindly and ask them to stop, try to work out your problems together, etc.)

Personalization Questions:

1. What will you do the next time you feel like tattling on someone?
2. What will you do the next time you feel like gossiping?
3. When will you rightfully tell on someone else?

CLOSURE

Respond, "A good time to talk" or "Not a good time to talk," to each of the situations the teacher reads.

Read these situations and let students respond to each:

- Someone is being hit hard by another and can't get them to stop.
- Someone is in danger of stepping near a sharp machine.
- Someone breaks a dish and cleans it up.
- Someone is bleeding.
- You want to hurt someone's feelings.

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Lesson 21

Topic
Communication

Student Objectives
The students will:

38. Explain the importance of listening to peers
39. Discuss the use of appropriate and inappropriate words

Lesson Overview
Students interview each other, report to a small group and analyze the words they used.

Background Information
Words are a powerful source of communication. At this age, children are eager to experiment with new words without necessarily understanding their meaning. Some of these words can be hurtful to others. Some words are simply not appropriate.

When children feel confident in their command of vocabulary, they begin to feel comfortable expressing themselves. Sometimes in their exuberance to speak, children forget that others have a right to be heard, too. The purpose of this lesson is to provide time for the children to listen to each other.

Suggested Materials
- Envelopes
- Pencils, markers

Teaching/Learning Activities

TEACHER'S ROLE
Provide an opportunity for students to listen and critique their choice of words.

ACTIVITY/EXPERIENCE
1. Have each child choose a partner.
2. Tell the class that they are going to pretend they are newspaper reporters from *USA Today*. Their job is to find out what children think about school.
3. Provide each student interviewer with an envelope of question cards made from those listed below. Adjust the questions to your local situation, if necessary. Suggest that each interviewer choose three questions to ask his or her partner.
   - What do you like best about school?
   - What do you like least about school?
   - Who are some of your friends at school?
   - What subject do you like best?
   - How do you get to school in the morning?
   - What is your favorite activity or assignment in school?
4. Have the children exchange roles and repeat the activity.
5. Have each pair of students join with another pair to form groups of four. Have each student describe his or her partner to the small group.
6. When this is completed, ask each student to tell the small group what sort of a job his or her partner did in describing him or her.
7. Call the group together as a class. Ask what words were used to describe people. List these on the board.
8. Ask students to sort these into good words (appropriate) and not good words (inappropriate) to use.
9. If no inappropriate words are mentioned, ask, "What would have happened if someone had said, 'dumb'?" Or, "What would have happened if someone had said, 'stupid'?" and so on.

PROCESSING THE EXPERIENCE
Content Questions:
1. Why is listening important?
2. Why is choice of words important?

Personalization Questions:
1. Which role was easier for you: interviewer (listener) or person being interviewed?
2. Do you think that it is always easy to say exactly what you think?
3. When are times that you use inappropriate words? What can you do to stop that?

CLOSURE
What is the difference between appropriate and inappropriate words?

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Lesson 22

Topic

Self-Safety

Student Objectives

The students will:

138. Learn that all children are persons of worth and their bodies belong to them
142. Realize that they are loved persons who are deserving of respect

Lesson Overview

Students make a collage about caring for self and discuss ways to care for self and others. They talk about and give examples of respect for self and others.

Background Information

Loving oneself is very important. When one loves him or herself, that person actually becomes more loving and caring toward others. Loving oneself means that one respects self enough to protect oneself from harm.

People care for themselves in many ways: eating properly, washing, exercising and getting enough rest. In addition, people care for themselves by dressing appropriately, according to the place in which they live. Taking care of ourselves shows that we have respect for ourselves. When we respect ourselves, it is easier for us to show that same respect to others.

Suggested Materials

- Magazines
- Glue
- Scissors
- Paper
- "Respect" (Handout #10)

Teaching/Learning Activities

TEACHER'S ROLE

Help students to understand that they are special people who deserve respect.

ACTIVITY/EXPERIENCE

1. Distribute magazines to the children. Ask them to look for pictures which show children and adults taking care of themselves.
2. Ask children to name ways in which they take care of themselves (e.g., going to bed early, eating the right foods, bathing, brushing their teeth, dressing properly, combing their hair and dressing appropriately for the weather).
3. After the discussion, allow time for students to make a collage depicting care and respect. Suggest that they title the collage, "Caring for Me Is Respecting Me."
4. Ask the children to think about what the word, "respect," means. Discuss ways in which we respect our bodies. Talk about the importance of using the bathroom privately once we are able to take care of ourselves independently of adults. Explain that privacy reinforces respect for self.
5. Ask children for examples of how we show respect for others (e.g., not laughing when others make a mistake, not making fun of others who look different from us, not calling other people names, letting others use the bathroom privately, etc.).

PROCESSING THE EXPERIENCE

Content Questions:

1. How do we show respect for ourselves?
2. How do we show respect for others?

Personalization Questions:

1. How do you feel when you get enough sleep?
2. How do you feel when you do not get the right amount of sleep?
3. How does it make you feel when others laugh at you?
4. How do you feel when someone laughs at your mom or dad?

CLOSURE

(Provide the class with Handout #10.)

Write your name in the blank on the handout sheet. Cut out the design. You can take it home to hang in your bedroom or some place where you can remind yourself of the message.

■

I,

____ ,

RESPECT MYSELF AND OTHERS.

Lesson 23

Topic

Self-Safety

Student Objectives

The students will:

137. Discuss that they have parts of their bodies that are considered private and to respect these in self and others
139. Describe the differences between good touch and bad touch

Lesson Overview

Students discuss the meaning of the word, *private*, and how to care for their bodies. They distinguish between good and bad touch and give examples of each. They close by thanking God for all the people who love them.

Background Information

It is important for children at this age to begin to understand that they have certain rights which need to be respected by others. They have the right to privacy. They have the right to protect themselves from people who wish to exert inordinate control over them. People who tend to control others generally act out of their own insecurity. This type of control behavior exerted by an adult on children can have devastating results. It is essential, therefore, to help children understand that if they feel their privacy is being invaded, they should seek the guidance of a trusted adult who will listen and help them talk through their fears in a non-threatening, non-judgmental manner.

Because each child is a unique gift from God, each child is valued as a person of worth whose feelings are valid and whose body belongs to him or her. Appropriate touches (e.g., a hug from someone who loves you) respect the privacy of your body; inappropriate touches (e.g., hugging or excessive tickling when you do not want it) do not.

Suggested Materials

- Printed sign — "Private"
- Drawing paper
- Crayons, markers

Teaching/Learning Activities

TEACHER'S ROLE

Foster respect for each child's body and help students to see that each person deserves that same respect. Help them to understand the differences between good touch and bad touch.

ACTIVITY/EXPERIENCE

1. Show the children a sign with the word, "private," printed on it. Discuss the meaning of the word. Explain that privacy is different from secrecy. Give examples.
2. Ask:
   - Why is privacy important?
   - Where is privacy important?
3. Discuss the importance of taking care of our bodies. Ask the children to talk about times when they take care of their bodies in private: bathing, using the bathroom and dressing. Emphasize that privacy is important because it shows that we respect ourselves and others.
4. Talk about the importance of not letting other people touch our bodies or our private parts.
5. Talk about the difference between "good touch" and "bad touch." Good touch is when we are hugged by people who love us in the right way — no strings attached. These people will not hurt us or touch our private parts. They will not make us do things that make us feel bad, sad or uncomfortable.
6. Continue by explaining that bad touch can happen when people pretend that they really care about us, but what they are really doing is touching us in places or in ways that make us feel uncomfortable. This kind of touch is scary. It makes us feel like we have done something wrong. Sometimes bad touch starts out by tickling us really hard when we don't want to be tickled — or by touching our private parts. We can say no to this. We do not have to feel uncomfortable or scared. We need to talk to someone who will listen and help us.

Lesson

23

Self-Safety

(continued)

7. Ask students to list examples of good touch and examples of bad touch.

PROCESSING THE EXPERIENCE

Content Questions:

1. What do we mean by private parts of our body? (Those covered by a swimsuit.)
2. How do we show respect for our private parts and those of others? (By keeping them properly covered and by not touching others in their private parts.)
3. What is the difference between good touch and bad touch? (Good touch makes you feel good and bad touch either hurts or makes you feel very mixed-up.)

Personalization Questions:

1. Who are some people who give you good hugs?
2. Who is the person you like most to hug?
3. Why does that person make you feel good?

CLOSURE

Close your eyes and think about all the people who love you. Pretend that you are giving all the people you love a "giant circle hug." Think about that big circle hug before you go out to play. Thank God for all those people in your big circle who love you.

* * *

Lesson 24

Topic
Self-Safety

Student Objectives
The students will:

140. Decide that it is all right to say no
145. Explain the importance of reporting abuse until they are believed (for self and others)

Lesson Overview
Students listen to a story and discuss saying "No!" when touched inappropriately. They discuss the importance of telling if they are abused.

Background Information
Teachers know that children who are well-adjusted have the necessary coping skills to help them function appropriately in the classroom. Children are considered to be developing in a healthy way when they are able to accommodate themselves emotionally and intellectually to classroom routines and activities. Children who have experienced significant stressors in their young lives often will exhibit inappropriate behaviors, such as nervousness, withdrawal, childhood depression, anger, poor concentration and lack of motivation.

Research tells us that 38 percent of all girls experience at least some form of sexual conduct with an adult prior to their 18th birthday. As many as one out of every 10 boys experiences sexual abuse before that same age. Only about one-fifth of all sexual abuse cases are reported to the proper agencies. This is especially true if the victim is a boy.

Suggested Materials
- *Something Happened and I'm Scared To Tell* by Patricia Kehoe, Ph.D. (Parenting Press, Inc., 1987) or another book dealing with abuse, appropriate for this age level
- Magazines
- Glue
- Scissors

Teaching/Learning Activities

TEACHER'S ROLE
Help children to understand that their bodies are sacred and they have the right to protect themselves from people who do not respect them.

ACTIVITY/EXPERIENCE
1. Read the story about abuse to the students. (Take note of the children's reactions while reading. Adaptations may need to be made if the teacher senses that children are overwhelmed or uncomfortable with the story-line.)
2. Ask, "What did you learn from this story?"

PROCESSING THE EXPERIENCE
Content Questions:
1. When are some times that it is all right to say "No!"? (When you are touched inappropriately, etc.)
2. Who should you tell if someone touches you in a way that hurts or makes you feel mixed-up? (A trusted adult or even two different trusted adults.)

Personalization Questions:
1. How does it make you feel when people hug or kiss you when you tell them not to?
2. Do you think you have the right to keep your body private?

CLOSURE
Say this prayer together:

Thank you, God, for my beautiful body.
Thank you for making me special.
Thank you for loving me.
Thank you for the wonderful feelings
You let me experience.
Amen.

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Lesson 25

Topic

Self-Direction and Responsibility

Student Objectives

The students will:

157. Take responsibility for completing school work and using time well
158. Accept responsibility for doing their work in order to learn

Lesson Overview

Students choose a project with a deadline and try to complete it on time. They discuss their success and feelings.

Background Information

Self-direction is intrinsic motivation. Montessori capitalized on this notion when she designed her philosophy about how children learn. Children are capable of assuming responsibility for tasks if they understand the directions and teacher expectations. Children will assume responsibility when they feel excited about learning. The purpose of this lesson is to reinforce that children are respected for themselves, their ideas, and the creativity they bring to learning and problem-solving.

Teaching children to assume responsibility is an essential facet of the educational process. When children realize that they are responsible for completing their work at school, they take pride in their work.

Suggested Materials

- "Projects" (Handout #11)
- Drawing paper
- Crayons, markers

Teaching/Learning Activities

TEACHER'S ROLE

Help students to understand the importance of taking responsibility for their work.

ACTIVITY/EXPERIENCE

1. Introduce the idea of a project by explaining that each student in the class will choose a special task to work on for two days. It will be their responsibility to make sure that the project is completed on time. Allow the children to choose a task from "Projects" (Handout #11) or from a list you create for them.
2. Take time to talk about the importance of managing time well so as to ensure that this project will be completed in school, not at home. Tell the children that they are responsible for keeping track of their project, not losing it. Encourage them to be as creative as possible in executing this piece of work.
3. Allow the children time to gather the materials they need and offer encouragement for their respective choices.
4. Have students share their completed projects with each other.

PROCESSING THE EXPERIENCE

Content Questions:

1. Did everyone finish on time? Why or why not?
2. Why is it important to use time well?
3. How much will we learn if we do not do our work?

Personalization Questions:

1. Do you think you could have done this kind of work last year?
2. How does it feel to be able to do more challenging work?
3. Are you pleased with yourself?

CLOSURE

Design a banner or blue ribbon for yourself which says, "I Am Proud of Myself. I Am a Responsible Person."

(Take time to praise each child individually. Congratulate each on the ability to work on his or her project in a responsible manner.)

Possible Extension Activity

Set up a reading table of books which focus on the lives of artists, inventors, scientists, saints, teachers and musicians (beginning reader biographies of such people as Franklin, Mozart, Van Gogh, John Glenn, etc.). Encourage the children to read the books on their own or with a friend. Talk about how these famous people took responsibility for what they wanted to do in their lives. Highlight their ability to use their time creatively, to ask questions and to stick to what they were interested in.

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PROJECTS

1. Read a book and draw a picture about it.
2. Using pictures, make a display of kinds of fruits and label them.
3. Make a read-along tape of a story for kindergarten students.

Lesson 26

Topic
Self-Direction and Responsibility

Student Objectives
The students will:

159. Recognize that learning and satisfying curiosity are a benefit to the individual and the group
160. Experience being part of a team to accomplish a task

Lesson Overview
Students work in pairs to interview and make a banner about each other. They discuss their feelings about the activity.

Background Information
Children at this age are very interested in working together. They are beginning to understand the value and fun associated with playing with others. Children who are reticent about sharing their feelings and ideas are provided the opportunity to learn from their more outgoing peers. Learning to share feelings and ideas in a safe environment nurtures self-esteem and self-confidence. Children also begin to understand and appreciate themselves and their peers.

Introduce "concept circles" to the class. The purpose is to gather children together in a circle and concentrate their thoughts and activities on one specific designated idea or concept.

Concept circles provide children with the opportunity to be heard. This is particularly important for children today because research tells us that the average time a child is listened to by a non-working mother is 13½ minutes a day.

In concept circles, children learn how to make positive self-statements, to praise others and to make positive statements about them. Concept circles affirm the notion that learning takes place in a social setting.

Suggested Materials
- Construction paper (12" x 18" and 8½" x 12" sheets)
- Crayons, markers
- Scissors
- Drawing paper
- Glue
- Brown bags

Teaching/Learning Activities

TEACHER'S ROLE
Provide the opportunity for children to work on a given project as part of a team and, therefore, to understand the concept of teamwork.

ACTIVITY/EXPERIENCE
1. Have each student cut out a banner shape.
2. Have children form a "partnership" with another student.
3. Give the children about five to seven minutes to interview each other and find out what the other person likes: favorite color, TV show, game, favorite ice cream flavor, favorite subject, etc.
4. After students are finished writing their partners' responses on their interview pads, allow them time to design a banner about their partners. The banner should have the child's name on it in large letters and pictures or words that describe the one interviewed.
5. Have the partners take a moment to share what they liked best about this activity.
6. Allow the children time to share the banners with the whole group.

PROCESSING THE EXPERIENCE

Content Questions:
1. How do others help us learn? (By helping us, sharing, giving new ideas, etc.)
2. When is it important to work as a team? (Any time we're on a team.)

Personalization Questions:
1. How did you feel when your partner asked you questions about yourself?

2. How did you feel when your partner thanked you for your help?
3. Is it easy for you to talk about what you like?
4. How do you feel when someone tells you that they like you?

CLOSURE

Make a puzzle with your partner. After you have finished drawing and coloring the picture, glue it on construction paper. Cut it up into 10 to 12 pieces. Place the pieces in a brown bag with your name and your partner's name on the front of the bag.

Exchange bags with another set of partners. Put the puzzle together.

(Allow time for sharing between the two sets of partners. This will help children get used to the idea of working in teams.)

Possible Extension Activity

Suggest that children choose new partners for different "puzzle-type" activities.

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Lesson 27

Topic

Substance Abuse Awareness

Student Objectives

The students will:

175. Explore the consequences of excess
177. Identify and choose healthy ways of feeling good

Lesson Overview

Students listen to a story about overeating. They make a collage of healthy snack foods and discuss appropriate eating habits.

Background Information

One way to describe healthy choices is to discuss them as they relate to foods. Children understand that eating too much food is not good for them. They might feel sluggish. Exercise and eating right is a good antidote for this feeling.

A holistic approach to life is an important premise for children to understand. Too much of one thing contributes to excess. When excess occurs, one's life is out of control. Learning healthy habits of play, exercise and eating will help children understand that good habits will help them feel good naturally.

Suggested Materials

- Manila paper
- Crayons
- Magazines or ads with pictures of snack foods
- Glue
- Scissors

Teaching/Learning Activities

TEACHER'S ROLE

Help students to understand that making healthy choices helps them feel good.

ACTIVITY/EXPERIENCE

1. Ask the children to listen to this story. Invite them to close their eyes and visualize the images you describe.

   The LaRosa family had a picnic in the park. The day started very early. Jackie and Jamie were excited about the day because family picnics were always lots of fun. Before long, their cousins arrived and they all decided to walk down to the ball field. Before they left, their moms told them to be careful and to keep their baseball caps on because the sun was out. They also asked them not to take too many snacks with them.

   The children were having lots of fun playing ball. One of the cousins opened the bag of snacks and before long, all the snacks were eaten. It turned out to be a really hot day and they all were very sweaty and tired. Soon it was lunch time. When the children went back to the picnic area and smelled the hot dogs and hamburgers, they felt hungry. That is, everyone except Jamie. He had eaten too many snacks. He was too full to enjoy the good lunch that was prepared.
2. Have the children make a collage of healthy snack food choices.

PROCESSING THE EXPERIENCE

Content Questions:

1. Why do you think adults tell us not to overeat?
2. Do you think you can make yourself sick by eating too much?
3. Do you feel good after you overeat?

Personalization Questions:

1. Did you ever eat too many snacks at one time?
2. How did you feel?

CLOSURE

Fold your drawing paper in half. On one side, draw a plate with the right amount of healthy food choices on it. On the other half of the paper, draw a picture of a plate with too much food on it. Label one side, "Just Right," and the other side, "Too Much."

Possible Extension Activity

Ask the children to be aware of their choices. Suggest that they keep a diary of the snacks they eat during the week to help them track their healthy choices.

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Lesson 28

Topic

Substance Abuse Awareness

Student Objectives

The students will:

178. Explore the effects of advertising on making choices
180. Identify the harmful effects of smoking or chewing tobacco

Lesson Overview

Students discuss favorite commercials and the products they advertise. They discuss the dangers of smoking and the reasons some people smoke. Students then identify healthy choices they can make right now.

Basic Information

Children learn from the media that smoking is harmful to health. They also learn at a young age that restaurants offer two dining areas for people: a smoking section and a non-smoking section. It is important to discuss that people who are interested in good health do not smoke.

(Note: Be aware of children who become upset when this topic is discussed because one or both of their parents may be smokers. Be sensitive in the treatment of this topic.)

Cigarette smoking causes health problems such as heart attack, lung cancer, strokes, ulcers and bronchitis. People today are more health-conscious than they were years ago and many of them have given up smoking because they do not want to get sick.

Sometimes when people smoke a lot, their fingers have a yellowish tone to them and their teeth are stained. Heavy smokers are not very healthy people and they usually do not participate in sports activities.

Suggested Materials

- Magazines
- Scissors
- Glue
- Construction paper
- "Making Healthy Choices" (Handout #12)

Teaching/Learning Activities

TEACHER'S ROLE

Help children to understand the importance of making good choices, based on conviction instead of advertising. Discuss the harmful effects of chewing tobacco and smoking.

ACTIVITY/EXPERIENCE

1. Ask students what their favorite commercials are. List the products on the board.
2. Ask how many have these products in their homes. Put the number of students who say yes by each product.
3. Ask the students if they think the commercials make them or someone in their family want to buy the product. Circle the ones they say yes to.
4. Show an ad for cigarettes or tobacco.
5. Ask why smoking or chewing tobacco is harmful. List responses on the board.

Possible responses might be:

- Smoking causes cancer.
- Your breath does not smell good.
- Smoking can cause cancer in others because they breathe the smoke.
- Smoking or chewing tobacco can be annoying to others.
- Smoking or chewing tobacco can be addictive.

6. Ask students why they think that some people smoke or chew tobacco. Possible responses are: they think it's "cool" or they are addicted.
7. Say, "We all make choices and are responsible for making healthy choices. Let's look at some choices we can make."
8. Distribute Handout #12 to the class. Instruct the children to work in pairs to read each problem and then circle the two healthy decisions.
9. Discuss the responses as a class.
10. Say, "Just as we make healthy choices about other events in our lives, we need to make healthy choices about what commercials do to us and about smoking and tobacco. Making a habit of making healthy choices prepares us

for making choices about such things as smoking and tobacco."

PROCESSING THE EXPERIENCE

Content Questions:

1. What are some healthy choices you can make every day?
2. What healthy choices can you make when you go into a restaurant?
3. What unhealthy choices might some students make?
4. What are healthy choices in regard to smoking and chewing tobacco?

Personalization Questions:

1. How do you feel when you make a healthy decision?
2. How do you feel when you make a healthy choice to eat a nutritious snack after school?
3. How do you feel when you make a healthy choice not to eat too much sugar-coated cereal?

CLOSURE

Make a collage showing healthy decisions for recreation. Look for pictures of people playing soccer, swimming, dancing, playing tennis or basketball.

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MAKING HEALTHY CHOICES

Read each problem. Circle the two answers that describe healthy choices.

1. Sharon's best friend is away on vacation. Sharon misses her very much. She should:
- Ask another friend to come over and play.
- Make a new friend.
- Stay home and feel sorry for herself.

2. Jamie's mother is busy taking care of the new twins. Jamie suddenly feels jealous. If you were Jamie, what would you do?
- Eat a whole bag of candy.
- Talk to your mom about your feelings.
- Ask your mom if she will play a game with you later.

3. Drew has a sore throat, headache and an upset stomach. What should he do?
- Tell his mom or dad how he feels.
- Go to bed.
- Get some medicine for himself.

4. Tony's friends are going to play soccer after school. Tony doesn't want to join them because he doesn't think he can play too well. What should he do?
- Ask his friends to go bike riding with him.
- Hide the soccer ball.
- Bike out to the soccer field and watch his friends play.

Lesson 29

Topic
Loss

Student Objectives
The students will:
256. Discuss experiences of loss (moving from friends, death of a pet or loss of a treasured object)
257. Describe how experiences of loss are common to everyone

Lesson Overview
Students listen to a story and the description of a loss experience of the teacher when he or she was their age. They talk about feelings when they lose something and the importance of talking about it.

Background Information
Children experience loss at an early age — losing a favorite toy, giving up a security blanket, losing a first tooth. Loss is a part of life. Everyone experiences it. It is important to learn to work through feelings when loss occurs in one's life.

Talking about feelings associated with loss helps children put closure on the event. Closure helps in the healing process. For some children, loss may take the form of a significant person in their family; for others, it may be the loss of a pet. Still others may only know the experience of loss through an inanimate object. Whatever the children's experiences, taking time to talk with them as they share their feelings about loss will aid in the healing process.

(Note: Be aware of children who may be unusually sensitive about the topic.)

Suggested Materials
- *It Must Hurt a Lot: A Child's Book About Death* by Doris Sanford (Multnomah Press, 1986)
- Crayons
- Water colors
- Manila paper

Teaching/Learning Activities

TEACHER'S ROLE
Facilitate discussion of loss experiences felt by children.

ACTIVITY/EXPERIENCE
1. Read the story, *It Must Hurt a Lot.*
2. Share memories and feelings about the loss of a pet.
3. Share a personal loss with the class, one which you experienced when you were about their age. Recall your feelings and share with them what you did to feel better about your loss.

PROCESSING THE EXPERIENCE
Content Questions:
1. Why is it okay to feel sad when we lose something important?
2. What experiences of loss will we all probably have sometime in our lives?

Personalization Questions:
1. When did you lose someone or something?
2. With whom did you talk about your feelings at that time?

CLOSURE
Draw or paint a picture of how you felt when you lost a favorite person or thing.

Draw a second picture that shows how you felt when you found something you lost.

Possible Extension Activity
Use the prayer service, "All Creatures Are God's" (Handout #13).

■

Handout #13 - Lesson 29 (Level B, Part 2)

ALL CREATURES ARE GOD'S

Prayer Service: Mourning the death of a pet

Note: This prayer service can be used whenever a child shares sorrow over the death of a pet. Before praying together, it might be good to have the children talk about what they think happens when a pet dies. Explain that God takes care of all created things and continues to extend this care, even when created things die.

Preparation: On a large posterboard, print the words, "We All Belong to God." Place this in clear view. If permissible, place a small, lighted candle on the prayer table.

Leader: Today during our prayer time, we are going to think about and talk about a wonderful gift that God has created for us, the gift of pets. We are going to talk to God about how we feel when we lose one of our pets.

Close your eyes for a minute and think about these questions. Answer them in your head.

- Do you have a pet?
- Did you ever have a pet?
- Does someone you know have a pet that you play with sometimes?
- How do pets make you feel?

Reader 1: Let us together thank God for pets we have ourselves or for pets that belong to our friends and neighbors. Thank you, God, for pets.

All: Thank you, God, for pets.

Reader 2: Thank you, God, for dogs and cats, for birds and fish and for all your creatures. Thank you for the joy pets give us.

All: Thank you, God, for pets.

Reader 3: Thank you, God, for caring for us and watching over us. Thank you, too, for caring for our pets. Help us to know that even when they die, our pets are still in your care. Thank you, God, for pets.

All: Thank you, God, for pets.

Leader: Now close your eyes again and think about these questions:

- Have you known someone whose pet has died?
- Has one of your pets ever died?
- How did you feel when this happened?

(After a brief period of silence, continue as follows:)

Dear God, pets make us happy, but we feel very sad when one of them dies. Today, (mention child's name!) is very sad because (his or her) pet has died. We know that you care for us, God, and we believe that you care for all living things. Please help (child) not to be too sad. Help (him or her) remember the good and fun times (he or she) had with this pet.

Leader: (Invite children to spend some time now talking to God about their own feelings about pets.)

Thank you, God, for all the good times we have with our pets. Help us to quickly get over sadness when they die and to remember them with love and thanksgiving.

All: Thank you, God, for pets.

Leader: (Invite the child whose pet has died to come forward to print his or her name and the name of the pet at the top of the poster. Then invite all the other children to also come forward to print their names and the name of a pet [their own or someone else's] on the poster.)

(This prayer service is adapted, with permission, from *Praying With Children: 28 Prayer Services for Various Occasions* (paper, 88 pp. $9.95), copyright 1990 by Gwen Costello, editor of *Religion Teacher's Journal*. The book is published by Twenty-Third Publications, P.O. Box 180, Mystic, CT 06355, 1-800-321-0411.)

Lesson 30

Topic
Loss

Student Objectives
The students will:

255. Discuss that birth, growth and death are part of every life (plants, animals, persons)
258. Discuss the feelings people have when they experience a loss

Lesson Overview
Students listen to a story and discuss their response to it. They draw a picture of their personal response.

Background Information:
This lesson builds on the idea that all growing things are subject to a birth and death cycle. Using the analogy about seeds might help children visualize this concept more effectively.

Children encounter death through many experiences: the death of grandparents, siblings, relatives, pets; the passing of a funeral procession; or finding a dead animal in the backyard. The worst experience, of course, would be the loss of a parent. This is a unique experience, distinct from all others. If a young child experiences the death of a parent, it is extremely important for the teacher and the school administration to offer support to the child and his or her family.

If a child has experienced death in his or her family, it is important for the teacher to express sympathy to the child. Often the child will cry. This is an essential part of the healing process.

Suggested Materials
- Drawing paper
- Crayons, markers
- Watercolors
- *The Fall of Freddie the Leaf* by Leo Buscaglia (Holt, Rinehart & Winston, 1982) or *The Giving Tree* by Shel Silverstein (Harper, 1964)

Teaching/Learning Activities

TEACHER'S ROLE
Help students to understand that feelings related to loss are deep feelings, which need to be discussed and worked out with adults and friends who care about them.

ACTIVITY/EXPERIENCE
1. Read either *The Fall of Freddie the Leaf* or *The Giving Tree* to the children.
2. Ask the children to share the part of the story they liked the best.

PROCESSING THE EXPERIENCE
Content Questions:
1. What do you think it means to give the best of yourself to someone you love?
2. In what ways do trees give us their best?
3. How do people give us their best?

Personalization Questions:
1. How did you feel when the tree gave the little boy everything it could?
2. How did you feel when the tree lost all its leaves?
3. With whom can you talk about your feelings when you experience loss?

CLOSURE
Draw a picture of how you feel when you give something very special to a good friend, your mom, dad or grandma and grandpa.

Draw a picture of your very own giving tree.

— ■ —

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FAITH, FAMILY *and* FRIENDS

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VOLUME

4

LEVEL C
PARTS 1 & 2

Suggested
For Grades
3 and 4

National Catholic
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Catholic Elementary School Guidance Program

Volume 4
LEVEL C, PARTS 1 & 2

Suggested for Grades 3 and 4

By Marian Ferring

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Foreword

Doctor, encourager, comforter, social worker and counselor are among the many roles of teachers today. These are the expanded roles of teachers, in addition to that of academic instructor. The National Catholic Educational Association, in response to the demands on the teacher in these expanded roles, offers this elementary guidance curriculum. *Faith, Family and Friends,* a Catholic elementary school guidance program, is a support and guide for the classroom teacher.

This project, sponsored by the Supervision, Personnel and Curriculum section of the Chief Administrators of Catholic Education Department, with the assistance of the Department of Elementary Schools, began in the summer of 1990. Representatives from each of these departments designated topics, designed a format and selected qualified writers. The fruit of their dreaming and planning, with support from the Michael McGivney Fund, is this six-volume guidance program which extends from early childhood through eighth grade. *Faith, Family and Friends* is a resource that assists teachers to provide a warm, nurturing learning environment for the healthy development of children who bring Christ into the world.

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Preface

The Religious Dimension of Education in a Catholic School states that the Catholic school "must help each of the students to actually become the 'new creature' that each one is potentially, and at the same time prepare them for the responsibility of an adult member of society" (#100). ***Faith, Family and Friends***, a Catholic elementary school guidance program, aids the teacher in accomplishing this for students from early childhood through grade eight. The program is infused with gospel values and sound human development principles presented in a spiral approach.

We owe a great deal to the many educators who contributed to this program, which allows teachers to pull together the many aspects of classroom guidance which they are asked to address with their students. ***Faith, Family and Friends*** provides a foundation to help many students in Catholic elementary schools become fully alive.

Sister Mary Leanne Welch, PBVM
Editor

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Introduction

Faith, Family and Friends is intended to be used by classroom teachers in Catholic schools. The role of the teacher is to enable students to "freely and responsibly respond to God's call to choose life."

The series consists of six volumes:

Volume 1	Program Manual
Volume 2	Level A Early Childhood/ Kindergarten
Volume 3	Level B, Parts 1 and 2 Grades 1 and 2
Volume 4	Level C, Parts 1 and 2 Grades 3 and 4
Volume 5	Level D, Parts 1 and 2 Grades 5 and 6
Volume 6	Level E, Parts 1 and 2 Grades 7 and 8

Eighteen strands, or topics, are included in the series:

- Understanding Self and Others
- Courtesy and Respect for Others
- Communication
- Friendship
- Family
- Moral Decision-Making
- Stress Management
- Time Management
- Self-Safety
- Self-Direction and Responsibility
- Substance Abuse Awareness
- Describing and Expressing Feelings
- Conflict Resolution
- Cultural Similarities and Differences
- Loss
- Individual Differences
- Christian Sexuality
- HIV/AIDS

This manual, Volume 4, contains the materials needed to teach Level C, Parts 1 and 2, and is intended for grades 3 and 4.

A review of the literature relative to the classroom teacher's role in a developmental guidance program finds general agreement that teachers have an important function. (See "Resources" on page 2.) The nature of the teacher's function involves creating a student-centered classroom climate, knowing and communicating with students individually, being accepting and challenging, leading guidance activities, providing information and consulting with other personnel.

Competencies required for guidance teachers are considered under three headings: attitudes, skills and concepts. Authors give the strongest emphasis to the teacher's personal qualities and attitudes as prerequisites for fostering student affective growth. Teachers who are self-aware and self-confident and who can establish a genuine, warm relationship with students, expressing interest, empathy, acceptance and positive regard, are considered more likely to be effective guidance teachers.

Concepts important for guidance teachers include an understanding of: normal development, group dynamics, individual needs, self-esteem, indicators of distress and an overview of affective education concepts.

Skills identified as essential for guidance teachers include: communication, classroom management, crisis intervention and skills that foster self-esteem, self-control and student independence by teaching problem-solving skills and decision-making skills.

The attitudes, concepts and skills stated above describe the competencies necessary for a guidance teacher. They also describe the competencies necessary for a classroom teacher. This supports the premise that the classroom teacher is the one to teach developmental guidance. It is the classroom teacher who has the most opportunity to establish a value-based, psychologically-safe environment in which young people can interact in a manner conducive to their

growth as mature Christians who will assist with the transformation of the world. It is the classroom teacher who has the constant contact with students which can promote bonding among students and between teacher and students.

It is the classroom teacher who can integrate

- values and guidance,
- student interactions between classes and guidance,
- guidance applications in other disciplines and
- other disciplines in guidance

and thus enhance the growth of the total person.

To do this, it is vital that guidance teachers be prepared for each lesson. They not only need to study the suggested procedures and adapt them to their students, but also must think ahead and be prepared with responses for possible student comments or questions. Although teachers will not be able to predict all responses from students, they will be able to foresee many of them and need to think through, before class, how they will respond.

Teachers also need to assure students that their responses will be handled confidentially, and students need to be taught and reminded to do the same.

Faith, Family and Friends expresses and fosters Christian values, yet in no way is it intended to replace religion class. Guidance class complements religion class and is intended to reach a range of topics and attitudes beyond those covered in the formative and informative aspects of religion class.

Using this program should not preclude using other materials as well. Supplementary materials can be used to expand or replace given lessons. It is important, however, to assure that students have exposure to all topics listed in the scope and sequence.

Two topics are included in this curriculum for which additional materials are necessary:

HIV/AIDS: Objectives are listed within the scope and sequence and referenced within each level. Teaching materials for these lessons are found in *AIDS: A Catholic Educational Approach to HIV*, NCEA, 1992.

Christian Sexuality: Objectives are listed within the scope and sequence and referenced within each level. Teaching materials for these lessons are to be chosen by the local school, according to the needs of its given clientele.

Resources

James W. Costar. *Focus on Improving Middle School Guidance Programs* (East Lansing, Mich.: Michigan Association of Middle School Educators, 1988).

Bonita Dahlhauser. "Developmental Guidance: Teacher Role and Competencies." Unpublished Research Paper, University of Northern Iowa, Cedar Falls, Iowa, 1985.

Robert D. Myrick, et al. *The Teacher-Advisor Program: An Innovative Approach to School Guidance* (Ann Arbor, Mich.: ERIC Clearing House on Counseling and Personnel Services, 1990).

Rosalyn Oratz, et al. *Guidance Every Day: A Helping Manual for Teachers of Grades 4-6* (Brooklyn, N.Y.: New York City Board of Education, 1986).

Philosophy

The basic mission of the Catholic school is the same as that of the church, to proclaim the good news of salvation brought into the world through Christ Jesus. That good news announces that every person is uniquely created by a loving God who sent Jesus to show how much that same God loves each person.

Therefore, each person is lovable and worthy of love and affection.

All people, as they grow and mature in love, need help in realizing their full potential as children of God. This elementary guidance program is one attempt to help children achieve maturity in their relationship with God, with self, with others and with all of creation. It is both developmental and preventative, and meant to be integrated within the total school program.

In *The Religious Dimension of Education in a Catholic School*, the church states that human development alone is not sufficient for happiness. Thus, Christian education does not aim for maturity without faith. Rather the principal aims of education within the church are:

> *. . . that as the baptized person is gradually introduced into a knowledge of the mystery of salvation, he or she may daily grow more conscious of the gift of faith which has been received . . . What characterizes a Catholic school, therefore, is that it guides students in such a way "that the development of each one's own personality will be matched by the growth of that new creation which he or she became by baptism." We need to think of Christian education as a movement or a growth process, directed toward an ideal goal which goes beyond the limitations of anything human. At the same time the process must be harmonious, so that Christian formation takes place within and in the course of human formation. The two are not separate and parallel paths; they are complementary forms of education which become one in the goals of the teacher and the willing reception of the students. The Gospel notes this harmonious growth in the child Jesus.*

The document goes on to emphasize the gradual development of every student, so that each may attain "an integral formation within a context that includes the Christian religious dimension and recognizes the help of grace." This formation will only happen if teachers "unite their educational efforts in the pursuit of a common goal. Sporadic, partial or uncoordinated efforts ...will interfere with rather than assist in the students' personal development" (#98-99).

In concert with the church's teaching, this guidance program is built on the following principles:

1. Through Baptism and the other sacraments, the young person has an intimate relationship with the loving God.
2. Like all Christians, the young person is called to respect life in all its forms.
3. Because of God's gift of freedom, the young person can grow responsibly into self-direction.
4. The Catholic school is concerned with facilitating, enabling and assisting young people to grow in their ability to freely and responsibly choose life and development.

Specifically, the school will help young people:

1. Know themselves better and positively accept who they are.
2. Form positive and enduring interpersonal relationships.
3. Improve their decision-making skills.
4. Use their abilities and skills for their own happiness and for the good of others.
5. Achieve self-direction and self-discipline according to their own maturity.
6. Begin to see life and learning as an interconnected whole, aimed at loving God and serving neighbor.

This guidance program presumes that many of the topics presented in the lesson plans also are covered using the same principles in other subject areas, specifically

religion, social studies, science and language arts. The program will be successful because of excellent teachers and because of school practices which reinforce its principles.

It also presumes that the Catholic school is a place of joy and enthusiasm, promise and hope, healing and forgiveness—all based on the love Jesus has shown to the church.

How to Use This Program

To assist teachers with their busy schedules, *Faith, Family and Friends* is designed to be flexible to meet each teacher's need. Three options for use are:

1. For those schools which have a regular guidance time in their schedule, lessons would be most appropriately used during that time frame. If there are two 30-to-45-minute time slots per week, most of the lessons could be used. If less time is allotted, teachers will need to do year-long planning to determine which lessons and topics they wish to include.
2. For those schools which do not have a regular time slot for guidance, lessons could be integrated into other subject areas and disciplines, e.g., use the lessons on friendship in language arts when stories or themes center on friendship; use substance abuse awareness lessons in science; use stress management in physical education, etc.
3. A third option would be a combination of the two mentioned above. If there is a regular guidance class, but it is limited in time (e.g., one 30-minute lesson per week), some lessons could be taught during that time frame, while the remaining ones could be integrated into subject areas or disciplines.

The sequence of lessons can be used as presented or can be rearranged according to local needs. Each topic stands independent of the others. Lessons are intended to be 30-to-45 minutes long, but may be longer or shorter depending on options a teacher chooses, as well as the amount of student response and interaction.

The *Faith, Family and Friends* series provides all the basic resources a teacher needs to implement the program. Each of the lessons follows the same format:

Topic

This identifies the topic to which the lesson belongs. Each topic will have from one to three lessons at a given time. Some topics

This program is designed to be used in either a graded or multi-aged situation. Schools which are graded could use the following format:

Early Childhood/ Kindergarten	Level A	
Grade 1	Level B,	Part 1
Grade 2	Level B,	Part 2
Grade 3	Level C,	Part 1
Grade 4	Level C,	Part 2
Grade 5	Level D,	Part 1
Grade 6	Level D,	Part 2
Grade 7	Level E,	Part 1
Grade 8	Level E,	Part 2

Schools which are multi-aged could use or adapt the following format:

Early Childhood/ Kindergarten		Level A				
Grades 1-2	Year I:	Level B,	Part 1	Year II:	Level B,	Part 2
Grades 3-4	Year I:	Level C,	Part 1	Year II:	Level C,	Part 2
Grades 5-6	Year I:	Level D,	Part 1	Year II:	Level D,	Part 2
Grades 7-8	Year I:	Level E,	Part 1	Year II:	Level E,	Part 2

occur every year (e.g., friendship, family, self-safety). Others occur every other year once they begin (e.g., stress management, time management).

Student Objectives

This section identifies the specific objectives for each lesson, i.e., what is the student to know, do, or be like at the end of the lesson. The number of the objective refers to the listing in the total scope and sequence chart found in Volume 1.

Lesson Overview

This paragraph gives a short summary of student activities and experiences during the lesson. It can give teachers a basis for judging whether this lesson is appropriate for their particular students this year.

Reading through the overviews of each lesson in sequence will give the user a feel for the total content of a year's work. Reading the lesson overviews of other levels will give the user a feel for the development of the various topics. The lesson overview also will help the teacher review content of lessons he or she has previously taught.

Basic Information/Vocabulary

The basic information portion gives the teacher information or viewpoints helpful for putting together the total lesson. It may alert the teacher to watch for specific student responses, remind the teacher to check specific local resources, give helpful factual background information, or relate this lesson to the student's developmental stage.

The vocabulary section will need to be adjusted by individual teachers, as needed for their students. Some students will have no need to have the words explained, others will have to have words explained which have not been identified.

Suggested Materials

Any materials used in the lesson are identified in this section. Handouts and attachments are included with many of the lessons. Handouts (numbered in consecutive order within each level) are intended to be duplicated and distributed to students for use during the lesson. Attachments (lettered alphabetically within each level) are intended for teacher use or for use by one or two students. Other items will be everyday school materials. In a few cases, a literature story is suggested. When this is true, one suggestion is given with a couple of alternatives also listed in case the first choice is not available or is not appropriate at this time for the students.

Teaching/Learning Activities

The **"TEACHER'S ROLE"** is designed to assist the teacher stay constantly aware of his or her role as a teacher of guidance. This role is to be a facilitator, assistant or guide, and sometimes an "input" person. Although input is necessary, it is more important for the teacher to establish a setting in which students experience a situation, process the knowledge, feelings and attitudes involved and choose growth as a result.

The **"ACTIVITY/EXPERIENCE"** gives the students a common experience which provides the basis for accomplishing the objectives. The "Activity/Experience" establishes the framework for the message and content of the lesson.

"PROCESSING THE EXPERIENCE" is divided into two parts, Content and Personalization. The ***Content Questions*** assist students to verbalize and clarify what they have learned in regard to the objectives. The ***Personalization Questions*** help students apply the lesson to their personal lives. These latter questions can be used in a variety of ways: quiet reflection, class discussion, journaling and others. It is important that the individual teacher decide for his or her class which method is best. For some classes, students would be psychologically safe enough to share very openly with their peers on personal applications. Other groups would be very uncomfortable with this type of sharing, and therefore journaling might be better. For some, writing may not

enhance the application, and quiet reflection might be appropriate. In addition to variances in classes and groups, there also will be variances according to topic and students' experience with the topic. In planning the lesson, the teacher needs to decide which method of using this portion of the lesson best meets the needs of his or her students at this time.

The teacher also needs to think ahead and be prepared with responses for possible student comments and questions. Although teachers will not be able to predict all responses from students, they will be able to foresee many of them and need to think through, before class, how to respond.

"CLOSURE" helps students bring together the experience and application of that experience. At times it ends with the end of the class; at other times it may carry over into an action or reflection during the coming days.

Possible Extension Activities

These are included for some lessons to broaden the learning and application. Some could be used in another class on the same topic, while others may be independent applications or connections.

It is vital that, as teachers plan to use the lessons in *Faith, Family and Friends,* they use their own creativity to assure that the students can accomplish the objectives. Teacher creativity and adaptation are essential if students' needs are to be met.

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Photo courtesy of St. Labre Elementary School (Ashland) and St. Francis Elementary School (Billings), in Montana.

Level C

Part 1 / Part 2

Suggested for use with Grades 3 and 4

Objectives — Scope and Sequence

PART 1

Lesson	Objective Number* and Objective
	Understanding Self and Others
	The students will:
1	7. Articulate their feelings about growing
	8. Identify and share feelings about their own strengths and limitations
2	1. Demonstrate age-appropriate self-discipline
	9. Accept compliments and defeat with humility
	10. Use self-talk as an aid to personal strength and self-improvement
	Courtesy and Respect for Others
	The students will:
3	19. Explain reasons for having and following lunchroom, playground, assembly, church and classroom rules
4	20. Recognize through words and actions the presence of Christ in each one of us
	24. Treat and respect peers as they would want to be treated and respected
	25. Use courtesy in greeting elders, holding doors, talking to adults they know, giving precedence to others, etc.
	26. Identify the effect that sarcasm, joking and teasing have on others
	Friendship
	The students will:
5	50. Describe the qualities of Christian friendship
	52. Treat others respectfully
6	57. Explore the importance of associating with people who have good values
	58. Explain how friendship is a two-way relationship
	59. Distinguish between close friends and exclusive relationships (cliques)
	Family
	The students will:
7	71. Discuss the observance of family rules and customs
	72. Discuss with parents or guardians what the adults' lives were like as children
8	73. Describe some appropriate ways family conflicts are solved
	74. Describe how families experience relationship changes

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Lesson	Objective Number* and Objective
	Christian Sexuality *The students will:*
9	284. Appreciate the human body as part of God's creation
	290. Discuss that passing on life is part of God's plan
10	291. Demonstrate respect for their own bodies and those of others
	292. Demonstrate that one has respect for life
11	293. Develop skills to integrate their developing sexuality into their personal and interpersonal lives
	HIV/AIDS *The students will:*
12	315. Understand that God created and loves all people: girls/boys, men/women, sick/well, etc.
	324. Develop a sense of moral responsibility for their own actions
	325. Perceive themselves as good persons and children of God who are capable of making good choices
13	326. Clarify that the AIDS virus — though communicable — is not caught through students' everyday activities or casual contact
	327. Replace myths about AIDS with facts
14	320. Name significant adults with whom they can share secrets and important information
	328. List and explain specific rules and laws that promote health, safety and wellness
	329. Give examples of refusal skills that can be used to say "no" to any risk behaviors
15	316. Share from experience what it means to feel well and to feel sick
	322. Explain in simple terms the meaning of the word "contagious"
	330. Explain basic safety precautions related to emergency procedures
	Stress Management *The students will:*
16	120. Recognize those things which can cause stress in their lives
	121. Identify the role that stress plays in everyone's life
17	122. Develop various relaxation techniques
	123. Develop the means of dealing with stress, e.g., exercise, good nutrition, dialogue, prayer, meditation
	Time Management *The students will:*
18	127. Distinguish between what must be done and/or what is fun to do
	128. Create a daily schedule
19	129. Have the self-motivation to initiate a learning activity when required activities are completed
	130. Explore different leisure time activities, e.g., hobbies, crafts, arts, recreation

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Lesson	Objective Number* and Objective
	Self-Safety
	The students will:
20	137. Discuss that they have parts of their bodies that are considered private and to respect these in self and others
	139. Describe the differences between good touch and bad touch
	142. Realize that they are loved persons who are deserving of respect
21	144. Verify that most correction and punishment is not abuse
	145. Explain the importance of reporting abuse until they are believed (for self and others)
	146. Define physical abuse and how they can deal with it
22	141. Discuss who to go to for help if they are abused
	147. Explain strategies to protect oneself
	Self-Direction and Responsibility
	The students will:
23	157. Take responsibility for completing school work and using time well
	161. Discuss the role of motivation in achieving goals
	162. Set self-improvement goals and develop and follow a plan to accomplish them
24	163. Accept responsibility for their part of a group project (accountability)
	Substance Abuse Awareness
	The students will:
25	177. Identify and choose healthy ways of feeling good
	181. Discuss what a habit is and how it develops
26	182. Describe the serious health problems caused by smoking
	183. Identify the acceptable and non-acceptable uses of alcohol
	184. Identify the effects of using the drug alcohol
	185. Identify the effects of driving after drinking alcohol
27	186. Recognize that members of a person's family are not perfect and will make mistakes
	Conflict Resolution
	The students will:
28	220. Explain the value of respecting the needs and feelings of others
	222. Practice different ways of resolving conflict (compromise, consensus, mediation)
	223. Practice using prayer and reflection in handling conflicts
	226. Identify those aspects of a conflict which they can and cannot control
29	227. Practice a group process for resolving conflict
	228. Identify when it is important to stand up for one's beliefs and values
	229. Explain the importance of handling personal conflict without involving extraneous people
	230. Identify and practice ways to handle an unresolved conflict

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Part 1 Objectives

Lesson	Objective Number* and Objective	
		* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual
		Cultural Similarities and Differences
		The students will:
30	241.	Define prejudice and identify that it is shown in many ways
	242.	Identify the ways that individuals differ in family traditions and culture
	243.	Discuss the similarities and differences of other people and how their lives are enriched by them
31	240.	Experience and learn from persons with disabilities in order to appreciate them and their gifts
	244.	Explore reasons for homelessness

PART 2

Part 2 Objectives

Lesson	Objective Number* and Objective	
		* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual
		Individual Differences
		The students will:
1	272.	Describe differences in physical attributes, such as size, weight, limitations
	274.	Explain that there are stages in the growth process
	275.	Explain that people go through these stages at different rates
2	271.	Describe how each person may react differently to the same situation
	273.	Explain how some people stereotype what boys and girls can do
	276.	Explain that God gives everyone what they need to become the best people they can be
		Communication
		The students will:
3	40.	Realize the impact of actions, as well as words
	41.	Differentiate between formal and informal language and describe when to use each
4	36.	Describe appropriate times to speak for oneself and on behalf of others
	42.	Discuss motives for telling on another person
	43.	Attend to others while they are speaking
		Friendship
		The students will:
5	50.	Describe the qualities of Christian friendship
	54.	Describe how a variety of friends can help us grow in different ways
6	55.	Describe friendship as a gift which cannot be demanded
	56.	Describe different kinds of friendship
		Family
		The students will:
7	73.	Describe some appropriate ways family conflicts are solved

Lesson	Objective Number* and Objective	
8	72.	Discuss with parents or guardians what the adults' lives were like as children
	75.	Compare and contrast different family lifestyles
9	76.	Recognize in today's society the increasing possibility of relocating a family
	77.	Understand that adoptive children become integral members of the family
		Christian Sexuality *The students will:*
10	284.	Appreciate the human body as part of God's creation
	291.	Demonstrate respect for their own bodies and those of others
11	292.	Demonstrate that one has respect for life
	293.	Develop skills to integrate their developing sexuality into their personal and interpersonal lives
12	294.	Discuss the sacrament of Marriage as the beginning of a new family unit
		HIV/AIDS *The students will:*
13	331.	Understand and appreciate the importance of loving unselfishly and responsibly
14	332.	Name three ways in which children can get the AIDS virus
15	333.	Articulate the morality of drug abuse and the risks involved in any use of unsterilized needles
	334.	Suggest ways to deal with peer pressure
		Moral Decision-Making *The students will:*
16	99.	Learn the steps in moral decision-making
	100.	Practice using the steps in making moral decisions
	101.	Verbalize values that affect their choices
17	102.	Increase awareness of the consequences of decisions, especially how they affect others
	103.	Consider probable positive and negative effects of their decisions
	104.	Explore the need to recognize and own one's choices in order to be a responsible Christian
18	98.	Explain the role of prayer/reflection in moral decision-making
	105.	Explain the role of conscience formation in making moral decisions
		Self-Safety *The students will:*
19	136.	Learn that each person's body is a temple of the Holy Spirit
	137.	Discuss that they have parts of their bodies that are considered private and to respect these in self and others
	138.	Learn that all children are persons of worth and their bodies belong to them

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Lesson	Objective Number* and Objective
	* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual
	142. Realize that they are loved persons who are deserving of respect
20	141. Discuss who to go to for help if they are abused 144. Verify that most correction and punishment is not abuse 145. Explain the importance of reporting abuse until they are believed (for self and others) 146. Define physical abuse and how they can deal with it
21	147. Explain strategies to protect oneself
	Self-Direction and Responsibility *The students will:*
22	158. Accept responsibility for doing their own work in order to learn 162. Set self-improvement goals and develop and follow a plan to accomplish them
23	161. Discuss the role of motivation in achieving goals 163. Accept responsibility for their part of a group project (accountability)
	Substance Abuse Awareness *The students will:*
24	187. Define and compare the difference between needs and wants 188. Explore the difficulties experienced in breaking habits
25	184. Identify the effects of using the drug alcohol 185. Identify the effects of driving after drinking alcohol 189. Describe the proper uses of prescription and nonprescription drugs
26	186. Recognize that members of a person's family are not perfect and will make mistakes
	Describing and Expressing Feelings *The students will:*
27	209. Identify that behavior affects feelings and feelings affect behavior 210. Name some of the effects their behavior has on them and others 211. Own their own feelings
28	207. Know they are a loved and loving person 212. Decide that they can make choices about the ways they respond to their own feelings and those of others
	Loss *The students will:*
29	259. Identify different kinds of loss experiences, such as death, divorce, separation, permanent injury, moving 260. Explore ways in which people deal with loss (feelings and actions)
30	261. Talk about what people do when someone dies, including the funeral rites of the Catholic Church

LEVEL C
PART 1

Lessons 1-31

Lesson 1

Topic

Understanding Self and Others

Student Objectives

The students will:

7. Articulate their feelings about growing
8. Identify and share feelings about their own strengths and limitations

Lesson Overview

Students share something personal which represents a physical change they have gone through. Students then share a skill they have acquired.

Vocabulary

Skill — the ability to do something well
Pantomime — to act without using words

Preparation

Several days before the lesson, announce to the class that they will need to bring an item to share with the group. The item must be something that shows the physical changes they have gone through (e.g., baby pictures, clothes they have outgrown, a skill they have acquired, etc.).

Suggested Materials

- A personal growth item for each child (or they can draw a picture)
- Chalkboard and chalk
- Drawing paper

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to recognize physical changes they have undergone and skills they have acquired.

ACTIVITY/EXPERIENCE

1. Have the students sit in a circle with their items (or pictures if they brought nothing). Ask them to name five things that are different now about themselves, as compared with seven years ago. Ask, "How can you prove that you have changed?" Share items. Discuss "Content Questions" 1 and 2.
2. Define *skill.* Ask what skills they now have. While in the circle, have students pantomime a skill for the group to guess. List these on the board. After all volunteers have shared, have the group brainstorm additional skills. Discuss "Content Question" 3 and the "Personalization Questions."

PROCESSING THE EXPERIENCE

Content Questions:

1. How have you and your classmates changed since you were babies?
2. What things are great about babies? What is great about your age?
3. Can everyone do the same things? Can they do them equally well? Is there anyone who can do everything well? What would it be like if everybody did everything in the same way?

Personalization Questions:

1. Think of a skill you have now that you didn't have five years ago. Think of a skill you hope to have in another five years.
2. How do you feel when someone tells you that you are not "old enough" to do something?
3. How do you feel when you get to do something you have really been looking forward to?

CLOSURE

Illustrate a personal time line divided into "Yesterday," "Today" and "Tomorrow." In the "Yesterday" section, draw something you can do well now that you could not do well last year. In "Today," draw something you are learning now. In "Tomorrow," draw something you would like to do when you grow older. (Note: These are for display.)

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Lesson 2

Topic

Understanding Self and Others

Student Objectives

The students will:

1. Demonstrate age-appropriate self-discipline
9. Accept compliments and defeat with humility
10. Use self-talk as an aid to personal strength and self-improvement

Lesson Overview

Students compare and discuss their feelings about a given situation. They examine the actions of three hypothetical children and discuss the importance of self-talk in self-control.

Vocabulary

Self-talk — the encouragement or discouragement a person gives oneself about a situation or event

Suggested Materials

- Masking tape
- Chalkboard and chalk
- Paper to write "Dear Abby" letters

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to realize that they can control their actions concerning disappointments and accomplishments.

ACTIVITY/EXPERIENCE

1. Place a long strip of masking tape on the floor. On one end, mark "very good" and at the other end, "very bad." Ask for volunteers. Tell them to stand on the line near how they would feel in the following situations. (You might ask for new volunteers each time.)
   - You will play volleyball in P.E. class today.
   - You are getting a new dog
   - The liturgy your class planned for Friday has been canceled.
   - You can invite three friends to your house for your birthday
   - Your 20-year-old sister is getting married.
2. Discuss "Content Question" 1.
3. Tell the class, "Most students have received poor scores on a test sometime in their lives. The situation to-

Figure 2.1

Child — Reaction	How do you think they are feeling?	Is their reaction helping the situation?	What advice would you give?
Lucas — ripped paper			
Juan — looked up correct answers			
Emily — started crying			

day is about three students who have just been handed their failed spelling test. Lucas ripped up his paper, Emily started to cry and Juan is looking up his words and writing in the correct answers. Let's talk about their reactions."

4. Draw the chart in Figure 2.1 on the board. Fill in student responses.
5. Discuss the remaining questions below.

PROCESSING THE EXPERIENCE

Content Questions:

1. Did everyone stand on the line in exactly the same place? What does this tell us?
2. Did all the students feel the same after receiving the failing grade? Did they all act the same? Which reactions were helpful? Which were harmful?
3. Does everyone fail at something sometime during his or her life? When this happens to you, does that mean you are stupid or dumb? Does it help to be angry or disgusted with yourself when this happens?
4. What do we or what could we say to ourselves when we fail or when we do good things?
5. What role might prayer play in handling disappointments or defeats? In receiving compliments?

Personalization Questions:

1. Think of a time you had a disappointment. How did you react? Was that helpful for you?
2. How do you act when you receive a compliment?
3. What helpful things can you say to yourself when you are disappointed?

CLOSURE

Write a "Dear Abby" letter about a situation that happens in school. (Read one or two in class.) What advice would you give each of these people? (Encourage students to talk about helpful actions and to use positive self-talk to overcome problems.)

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Lesson 3

Topic
Courtesy and Respect for Others

Student Objectives
The students will:

19. Explain reasons for having and following lunchroom, playground, assembly, church and classroom rules

Lesson Overview
After observing a skit, students discuss the purpose of rules. They also evaluate the relevancy of existing rules.

Vocabulary
Assault — a sudden, serious attack; usually physical, but sometimes with words

Preparation
Choose three students to play the characters in the skit. Give them ample time to practice so they feel comfortable performing for the class.

Suggested Materials
- Two copies of the script (Handout #1)
- Purse (optional)
- Police hat and badge (optional)
- Chalkboard and chalk
- Drawing paper

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to recognize the need for rules in all facets of society.

ACTIVITY/EXPERIENCE
1. Tell the students you have a special performance for them to watch.
2. Students perform the skit.
3. As soon as the last line is said, have the actors freeze in place. Ask, "How would you feel if you were this woman?" List feelings on the board.

PROCESSING THE EXPERIENCE
Content Questions:
1. Do you think our community could survive without rules? Our country? Our school?
2. What is the purpose of rules? (Make sure safety, personal rights and respect for another created by God are mentioned.)
3. What do we have the right to do? What don't we have the right to do? (We do not have the right to do what is not good for oneself or others.)
4. Where do we need rules?
5. Does each place have the same rules? If not, why not?

Personalization Questions:
1. What rules are hardest for you to follow?
2. If it were up to you, what rules would you add? Why? What rules would you drop? Why?
3. What might make it easier for you to follow rules?

CLOSURE
Design a creative poster stating an existing school, lunchroom or playground rule.

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Handout #1 - Lesson 3 (Level C, Part 1)

THE TOWN THAT HAD NO RULES

(A woman is window shopping. A robber comes up from behind, pushes her down, steals her purse and runs off.)

WOMAN: Help! Help! I've just been robbed! *(A police officer down the street hears the commotion and comes running.)*

OFFICER: *(Helping her up)* Ma'am are you all right?

WOMAN: These streets just aren't safe any more! Not even in broad daylight!

OFFICER: What happened? Just the facts, Ma'am.

WOMAN: I was looking at these dresses in the window when a man came up, pushed me down and stole my purse. Well, aren't you going after him?

OFFICER: No, Ma'am.

WOMAN: Why not?!

OFFICER: He didn't do anything illegal.

WOMAN: What?!! He stole my purse!

OFFICER: That's not a crime.

WOMAN: *(angry)* He assaulted me!

OFFICER: That's not a crime either.

WOMAN: *(very angry)* What is a crime around here?

OFFICER: Nothing, Ma'am. We have no laws.

Lesson
4

Courtesy and Respect for Others

Lesson 4

Topic
Courtesy and Respect for Others

Student Objectives
The students will:

20. Recognize through words and actions the presence of Christ in each one of us
24. Treat and respect peers as they would want to be treated and respected
25. Use courtesy in greeting elders, holding doors, talking to adults they know, giving precedence to others, etc.
26. Identify the effects that sarcasm, joking and teasing have on others

Lesson Overview
Students discuss the "Golden Rule" and how they like to be treated. They examine reasons people treat them the way they do. Students discuss relating with people of different ages.

Suggested Materials
- Chalkboard and chalk
- Paper and pencil per group

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to examine their relationships with others.

ACTIVITY/EXPERIENCE
1. Write the "Golden Rule" on the board — "Do to others as you want them to do to you." Ask several students to explain what they think this means.
2. Arrange students in groups of four. Give each group a sheet of paper and pencil. Ask each group to choose a reporter. Have students discuss the "Golden Rule" by answering the question, "How do you want to be treated by others?" Have them list specific examples on the sheet.
3. After five minutes, hear lists from the reporters. Tally the results on the board. Ask, "What do you notice about the list?"
4. Ask the same groups to list types of courtesy expected of people their age. After five minutes, tally responses on the board. Then ask, "What do you notice about the list?"

PROCESSING THE EXPERIENCE
Content Questions:

1. Do your actions have an effect on how people treat you? Give examples.
2. Does what you say and how you say it have an effect on how people treat you? How do you know? (If it does not come up naturally, mention things like sarcasm, teasing, etc.)
3. If Jesus were present to you, how would you treat him? Why?
4. Is Jesus present in each person we meet?
5. Do you treat adults differently than people your age? How? Why?
6. Should you be respectful and courteous to people just because they are adults? Because they are senior citizens? Give reasons for your responses.

Personalization Questions:

1. What do you do to others that you would not want done to yourself?
2. Think of one act of courtesy in which you can improve. Resolve to improve in this.
3. Does Christ's presence in people have an effect on how you treat them?

CLOSURE
List five traits you think Christ has (e.g., loving, forgiving, sense of humor, etc.). After each trait, write the name of a person you know who has the same trait. Underline the traits you have. As a class, choose one trait to grow in. Evaluate progress weekly.

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Lesson 5

Topic
Friendship

Student Objectives
The students will:

50. Describe the qualities of Christian friendship
52. Treat others respectfully

Lesson Overview
Students indicate how many good friends they need. Then, they examine themselves for friendship traits. These lists are shared and expanded by other group members. The lesson concludes with students listing friendship traits they feel are important.

Suggested Materials
- Chalkboard and chalk
- "Me As a Friend" (Handout #2)
- Large sheet of paper titled, "To Have a Friend, You Must Be One"

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to identify the friendship traits they possess.

ACTIVITY/EXPERIENCE
1. Draw Figure 5.1 on the board. Have the students put their initials on the line that best describes their need for friends.
2. Discuss the expression, "To have a friend, you must be one."
3. Distribute "Me As a Friend" (Handout #2) and introduce the activity by explaining that in this lesson, students will look at themselves as a friend and identify what makes them a good friend. Have each student respond to the first four questions on their copy of the handout.
4. Put students into small groups of four or five. Have each member share individual answers. Ask other group members to share additional friendship qualities they believe each other member of the group possesses. Have the students record these traits on their sheets as group members share.

PROCESSING THE EXPERIENCE
Content Questions:

1. What is the difference between saying something nice about yourself and bragging? (Saying nice things is being honest; bragging is making yourself better than you are.)
2. Why is it sometimes hard to say nice things about yourself?
3. Is it important to have positive friendship qualities? Why? (To be good to others and so that you will have good friends.)
4. Did Jesus have friends while he lived on earth? Why do you think he needed them? (He was a person like you and me. Every person needs friends.)
5. What describes a Christian friendship? (Being honest, kind and considerate of others.)

Personalization Questions:

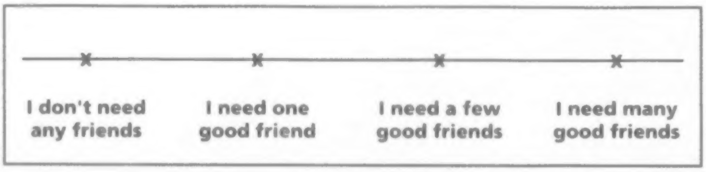
1. How did it feel to hear others tell you about your good qualities?
2. Are your good qualities the same as what others see? How are they the same? How are they different? How do you feel about this?
3. Are there any friendship qualities you would like to develop?
4. How do the friendship qualities you look for in friends compare with the qualities you possess?

CLOSURE
Throughout the week, write friendship traits on the large sheet titled, "To Have a Friend, You Must Be One."

(After a week, read the list, but continue to post it for all the students to see. This sheet is used in the next lesson.)

■

Figure 5.1



Handout #2 - Lesson 5 (Level C, Part 1)

ME AS A FRIEND

- My friends like me because:

- The best thing about me as a friend is:

- One way I helped a friend is:

- Christian things about me as a friend are:

- Qualities that other group members said I possess:

Lesson 6

Topic
Friendship

Student Objectives
The students will:

57. Explore the importance of associating with people who have good values
58. Explain how friendship is a two-way relationship
59. Distinguish between close friends and exclusive relationships (cliques)

Lesson Overview
Class begins with the teacher reading friendship characteristics the students feel are important. Students then role-play various situations and discuss the outcomes. Finally, they create a symbol to represent healthy friendships.

Suggested Materials
- Friendship poster from previous lesson
- Paper and pencil

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to recognize how their actions are affected by their friends and how their group affects other people.

ACTIVITY/EXPERIENCE
1. Read the list of friendship traits the students listed on the "To Have a Friend, You Must Be One" sheet from the previous lesson. Remind them that a friendship requires the work of both people involved.
2. Divide the class into groups of four. Read each open-ended situation (below) and have the students role-play an ending. When finished, discuss the various endings.
   - You are playing basketball with two of your best friends. Another kid comes up and asks to play, too. What do you do?
   - You and a friend are in a store. Your friend decides to shoplift a candy bar. What do you do?
   - Your friend has hurt your feelings by inviting another person to stay overnight instead of you. Your friend calls and wants to talk to you. What do you do?

PROCESSING THE EXPERIENCE
Content Questions:

1. How were the outcomes different in our various groups?
2. What makes a friendship strong and healthy? What makes a friendship unhealthy?
3. What can happen if you have friends who do mean or illegal things?
4. What can happen if you don't include others in your group?

Personalization Questions:

1. How do you know how to act around friends?
2. Have you ever felt nervous about asking to join a group? Why? If you did ask, what happened?
3. Think of a time when you were with a friend and you were blamed for something they did. How did you feel? What did you do? Why did that happen?

CLOSURE
Design a symbol that will remind you to keep your friendships healthy and strong.

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Lesson 7

Topic

Family

Student Objectives

The students will:

71. Discuss the observance of family rules and customs
72. Discuss with parents or guardians what the adults' lives were like as children

Lesson Overview

Students recognize family similarities or differences within their class. Students are encouraged to notice similarities and differences between generations by interviewing their parents or guardians. After the interviews, the students may share information learned. (This lesson extends over several days to allow for student-parent interview opportunities.)

Basic Information

In this age when families commonly are blended and include single or never-married parents, we must make sure that the children from these families don't feel alienated. Allow the children to interview a grandparent, step-parent, aunt or even an older neighbor, if parents aren't available. Phone interviews are certainly acceptable.

Suggested Materials

- Interview sheet (Handout #3)
- Paper and pencil

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to discover family history and customs and encourage them to share verbally or visually with the class.

ACTIVITY/EXPERIENCE

1. To recognize family differences and similarities, have the students respond to the following:
   - If you have just one brother, put your hands on your head.
   - If you have gone to the same place the last two Christmases, stand up.
   - If someone in your family has red hair, hold your left foot with your right hand.
   - If you have a specific bedtime, put your hands flat on your desk.
   - If someone has ever told you that you look like your mom or dad, tug on your ear.
2. Tell the students, "Parents and guardians are all different, but one thing they do have in common is that they were your age once upon a time. I'm sure your parents have lots of stories to tell. Your job is to interview your parents (or guardian) by [give them a date about three days from now] and come back with an interesting story. These stories may be shared with the class or displayed in the classroom."
3. In three days (or whatever time frame was used), give the students an opportunity to share a story.
4. Place students in small groups to discuss the "Content Questions." Then, have them share comments in a large group.

PROCESSING THE EXPERIENCE

Content Questions:

1. Did you notice any similarities between you and the person you interviewed when that person was young?
2. What seemed to be the biggest difference?
3. What surprised you the most?
4. Did any of you discover any family customs that are the same now as when the person you interviewed was young?
5. Do you understand family customs any better now? In what way(s)? Or, why not?

Personalization Questions:

1. How did you feel as you were interviewing?
2. If you could talk with any other relative, who would it be? Why?

CLOSURE

Either write a story about your parents or guardians to display in the room, or draw a picture titled, "Then-And-Now," showing how things changed.

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Handout #3 - Lesson 7 (Level C, Part 1)

THE GOOD OLD DAYS INTERVIEW SHEET

Person I interviewed: ______________________________

1. Describe the house or apartment where you grew up.

2. What was your favorite TV show?

3. Were your chores the same as mine?

4. What did you like to do with your best friend?

5. Did you visit your grandparents very often? What did you do there?

6. What customs or traditions did the family have when you were young?

7. Tell me something else about yourself.

Lesson 8

Topic

Family

Student Objectives

The students will:

73. Describe some appropriate ways family conflicts are solved
74. Describe how families experience relationship changes

Lesson Overview

Students describe possible behavior changes that occur when the presence of family members change. They then describe parent-child relationships when the children are at various ages. Finally, students learn and practice the steps in effective conflict resolution.

Basic Information/Vocabulary

Families today are all unique and have unique ways of solving problems. As children share examples, be careful not to criticize their family's methods. You might ask questions like, "What else could you do?" or ask students to describe a different method, etc. Another technique is to ask them to evaluate the method—for example, "How did it work? What might have worked better?" Children also tend to share private family matters at times. Stress confidentiality with the class. Remind them that all families have conflicts and that the purpose of this lesson is to learn ways to resolve them.

Conflict — a fight or struggle; a difference in thought or action

Suggested Materials

- Chalkboard and chalk
- Poster of problem-solving steps (make one using steps listed in "Activity" #3)

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to recognize that family relationships change and teach them effective conflict resolution skills.

ACTIVITY/EXPERIENCE

1. Ask, "How many of you have had an older brother or sister leave for college or move away from home? How did your relationship change? How many of you have had a new baby in the family? How did that change the relationships of the other family members? How do you act differently toward brothers and sisters when mom and dad aren't home?"
2. Tell students, "Today we are going to talk about family relationships and changes. As kids grow up, their relationships with their parents change." Write on the board:

   Babies
   Children
   Teens
   Adult children

   Ask, "What kind of relationships do these groups have with their parents?" Tell them to use their own experiences and things they have noticed. Ask, "When might they have the most conflicts?"
3. Tell the class, "All families have conflicts. Even though they are uncomfortable at the time, they can bring families closer together. If you have a conflict, you might remember that if you approach a problem in a more adult manner, you will be treated with more respect. Here is a method you might use." Post the chart showing the problem-solving steps.

- State the problem.
- Gather information about the situation.
- List all possible solutions and their results.
- Pray to know the best solution and decide which solution best solves the problem for both sides.
- Caution the students to always listen to the other person's side and not to expect to get their own way all the time.

4. Ask a volunteer to describe a common family problem. With the entire class, go through the steps to find a solution. Again, stress that they will not and should not always win.

   If time permits, ask other volunteers to describe common family problems. Divide the students into small groups to work through the problem-solving steps.

PROCESSING THE EXPERIENCE

Content Questions:

1. State the steps for conflict resolution.
2. Why is it important to listen to the other person?
3. Why is this method more effective than throwing [illegible]mper tantrum?
4. What is the role of prayer in settling conflicts?

Personalization Questions:

1. How do you normally solve conflicts?
2. How do you feel about using the method we talked about in class?
3. Which will be or is the hardest part for you? The easiest?

CLOSURE

Make a plan. Think of something at home that is bugging you. Who is involved? What is the problem? What solutions do you see? Think of a good time and place to talk with them about it. THEN DO IT!!

■

Lessons
9-11

Christian Sexuality

Lessons 9-11

Topic

Christian Sexuality

Student Objectives

The students will:

Lesson 9

284. Appreciate the human body as part of God's creation
290. Discuss that passing on life is part of God's plan

Lesson 10

291. Demonstrate respect for their own bodies and those of others
292. Demonstrate that one has respect for life

Lesson 11

293. Develop skills to integrate their developing sexuality into their personal and interpersonal lives

Suggested Materials

Teaching materials for these lessons are to be chosen by the local school, since guidelines differ from diocese to diocese.

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Lessons 12-15

Topic
HIV/AIDS

Student Objectives
The students will:

Lesson 12
315. Understand that God created and loves all people: girls/boys, men/women, sick/well, etc.
324. Develop a sense of moral responsibility for their own actions
325. Perceive themselves as good persons and children of God who are capable of making good choices

Lesson 13
326. Clarify that the AIDS virus — though communicable — is not caught through students' everyday activities or casual contact
327. Replace myths about AIDS with facts

Lesson 14
320. Name significant adults with whom they can share secrets and important information
328. List and explain specific rules and laws that promote health, safety and wellness
329. Give examples of refusal skills that can be used to say "no" to any risk behaviors

Lesson 15
316. Share from experience what it means to feel well and to feel sick
322. Explain in simple terms the meaning of the word "contagious"
330. Explain basic safety precautions related to emergency procedures

Suggested Materials
Teaching materials for these four lessons can be found in *AIDS: A Catholic Educational Approach to HIV*, published by NCEA, 1992.

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Lesson
16

Stress Management

Lesson 16

Topic
Stress Management

Student Objectives
The students will:

120. Recognize those things which can cause stress in their lives
121. Identify the role that stress plays in everyone's life

Lesson Overview
The lesson begins with a definition of stress. Students then brainstorm causes of stress and determine how stressful some situations are to them personally. They also discuss how stress can be helpful. Finally, students draw a picture of what stress looks like to them.

Vocabulary
Stress — a person's reaction to things in their life; strain or pressure

Suggested Materials
- Chalkboard and chalk
- Paper and pencil

Teaching/Learning Activities
TEACHER'S ROLE
Assist students to identify events that cause stress in their lives and to distinguish between helpful and harmful stress.

ACTIVITY/EXPERIENCE
1. Define stress by explaining, "Stress is a person's reaction to the things that happen in their lives. Stress is the tension produced when faced with new, exciting, unpleasant or threatening situations. It is usually considered harmful, but it can be helpful too."
2. Ask the class to brainstorm a list of things which they experience that make them nervous, excited, uncomfortable. Record these on the board. (Examples are: giving an oral report, meeting a new person, trying out for a team, lectoring at Mass, etc.) Summarize, "These are times you experience some stress."
3. Pick a situation from the list. Read it to the students and ask them to decide how nervous they might get. Draw a scale on the board (Figure 16.1). Ask for volunteers to "sign in" showing how they feel about the event. Repeat the scale with other situations from the list.

PROCESSING THE EXPERIENCE
Content Questions:

1. Do the same things cause everyone stress? Why or why not?
2. Describe how your body feels when you are under stress?
3. How can stress be helpful? (Helps you do your work, study for tests, practice your instrument, practice a sport, etc.)
4. Name some times when people might choose to experience stress. Name some times when people might choose to avoid stress if they could.

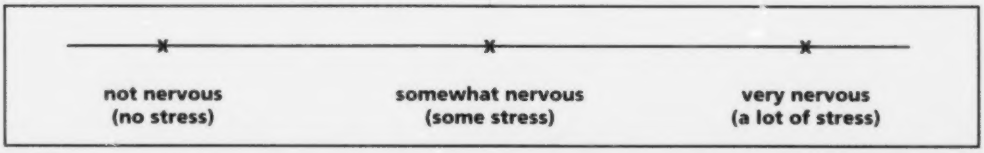
Personalization Questions:

1. Think of a time when stress was helpful to you. How?
2. What do you consider the most stressful thing in your life right now?
3. Do you cause stress for other people? How?

CLOSURE
Draw a picture of stress. What does it look like? What color is it? How big is it?

— ■ —

Figure 16.1



Lesson 17

Topic
Stress Management

Student Objectives
The student will:

122. Develop various relaxation techniques
123. Develop the means of dealing with stress, e.g., exercise, good nutrition, dialogue, prayer, meditation

Lesson Overview
Students brainstorm ways to manage stress. They then practice some of these techniques. Students then learn how lifestyles can affect stress, after which they evaluate their habits. Finally, they write or draw about a method that works for them.

Suggested Materials
- Chart paper and marker
- Steps for "Muscle Relaxation Exercise" (Attachment A)
- A relaxing song on a cassette and a tape player
- Paper and pencil

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to identify and practice ways to relieve stress. Assist students to examine their lifestyles for healthy and unhealthy coping habits.

ACTIVITY/EXPERIENCE
1. Ask students to use their faces and bodies to show how they might look when they are under stress. Ask, "How do you get your body to relax and feel better?"
2. Have the class brainstorm ways to manage stress (e.g., listen to music, dance or sing, ride one's bike, run, talk to a friend, pray, etc.). Write these ideas on chart paper so they can be posted in the room. If relaxation exercises are not on the list, add them.
3. Tell the students that they will practice some of these techniques today. Start with the relaxation exercise (Attachment A). Make sure you caution students on the behavior you expect from them during the activity.
4. After the activity, discuss: "How do you feel now after tensing and relaxing your muscles? How can this relieve stress?"
5. Discuss how and why some of the other stress relievers work. Practice some of them (e.g., listen to music — play part of a mellow, but popular song — or run in place for a minute, etc.).

PROCESSING THE EXPERIENCE
Content Questions:

1. How could having a hobby help relieve stress?
2. How can getting enough sleep and eating well-balanced meals help you manage stress?
3. What is the least stressful way to handle a fight with your friends?
4. How can prayer help relieve stress?
5. What might happen if you don't relieve stress?

Personalization Questions:

1. What method works best for you?
2. Examine your life to identify problem areas. Do you get enough sleep? Do you eat balanced meals? Do you talk to God each day? Do you do something you enjoy every day?
3. What do you need to change?

CLOSURE
Write or draw about a method of stress relief that works for you. (Compile these into a health-related news column to be put in a newsletter or handed out at school. It could be titled, "Stress Busters.")

■

MUSCLE RELAXATION EXERCISE

1. Get comfortable in your chair with your feet flat on the floor and your arms and hands on your lap. Close your eyes and keep them closed during this exercise so you can concentrate on relaxing.

2. Think about your feet. Feel them inside your shoes. Now, curl your toes as tightly as you can and keep them curled. (Hold for five to 10 seconds). Relax them and let all the tension drain out of your feet.

3. Now, tense your leg muscles by straightening and lifting your feet off the floor. Pull your toes up toward your head and hold your leg muscles as tightly as you can. (Hold for five to 10 seconds.) Relax them and let all the tension go. Feel the relaxation come into your legs.

4. Now, tighten your chest, stomach and abdomen. Pull the muscles in tightly to make yourself as thin as you can. Hold these muscles tense (five to 10 seconds). Relax and feel peaceful and calm.

5. Now, bend your arms and tighten your muscles and fists. Hold them as tightly as you can (five to 10 seconds). Now, relax and feel the warm tingling feeling as your muscles relax.

6. Pull your shoulders up close to your ears and hold them tightly (five to 10 seconds). Relax and let all the tension drain from your body.

7. Now, tighten and clench your jaw so that your teeth are pressed tightly together. (Hold for five to 10 seconds). Now, relax as the tension flows out of your jaw.

8. Now, wrinkle your forehead and scrunch up your face tightly and hold it (five to 10 seconds). Now, let go as you let your face relax. Feel all the tension in your face dissolve.

9. Now, become aware of your whole body. Are there any parts that still feel tense? If any part of your body feels tense, have your mind tell those muscles to relax. Feel the tension leave those muscles as relaxation creeps in.

10. As you come out of this relaxation experience, you will feel peaceful and rested. Now, begin to move your hands and feet a little. When you are ready, slowly open your eyes and stretch your muscles.

Lesson 18

Topic

Time Management

Student Objectives

The students will:

127. Distinguish between what must be done and/or what is fun to do
128. Create a daily schedule

Lesson Overview

Students compile a "to-do" list of needs and wants. They then give a time estimate for each activity and rank them in importance. With this information, they create a daily schedule. Finally, students are encouraged to follow the schedule and report on the outcome.

Basic Information

Many children start to become involved in organized activities at this age. They also are becoming more responsible for schoolwork, as well as chores at home. However, they still want and need play time. Creating schedules will help them see that they have time for both.

Suggested Materials

- Chalkboard and chalk
- "A Day In The Life Of _______" (Handout #4) and pencil
- "Schedule Progress Report" (Handout #5)

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to create a daily schedule of activities that includes both fun and work.

ACTIVITY/EXPERIENCE

1. Ask, "How many of you wanted to do something last night, but you didn't have the time? Did any of you run out of time while you were getting ready for school this morning? Did anyone not get an assignment finished today because you ran out of time?"
2. Introduce the idea of time management. Explain that a "to-do" list is a list of activities you need or want to complete in a day. Write a sample "to-do" list on the board. Have students write a "to-do" list for today (or tomorrow).
3. With the students, estimate the time required for each activity in the sample "to-do" list. Have the students estimate times for their activities.
4. With the students, prioritize the activities on the board. Have the students prioritize their individual lists.
5. Hand out "A Day In The Life Of _______" (Handout #4). Have the students create a daily schedule, using their "to-do" lists as a guide.

PROCESSING THE EXPERIENCE

Content Questions:

1. How can schedules help you get everything in? (You can schedule important things first.)
2. Should you have work *and* play on your schedule? Why or why not?
3. What do you do if you have too many things to fit into your schedule?
4. Why is it important to decide what is important?

Personalization Questions:

1. After finishing your schedule, what would you change?
2. Did you have work and play on your schedule? How much time for each? Did you remember to schedule time for prayer?
3. Did you have time left over? What did you do with it?
4. How did you decide which activity was more important?

CLOSURE

Follow this or an adjusted schedule tomorrow and report on its success, using the "Schedule Progress Report" (Handout #5).

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Handout #4 - Lesson 18 (Level C, Part 1)

A DAY IN THE LIFE OF ______________________________

6:00 A.M. ______________________________

7:00 A.M. ______________________________

8:00 A.M. ______________________________

9:00 A.M. ______________________________

10:00 A.M. ______________________________

11:00 A.M. ______________________________

12 NOON ______________________________

1:00 P.M. ______________________________

2:00 P.M. ______________________________

3:00 P.M. ______________________________

4:00 P.M. ______________________________

5:00 P.M. ______________________________

6:00 P.M. ______________________________

7:00 P.M. ______________________________

8:00 P.M. ______________________________

9:00 P.M. ______________________________

Handout #5 - Lesson 18 (Level C, Part 1)

SCHEDULE PROGRESS REPORT

My schedule worked: (circle one)

GREAT **OK** **AWFUL**

I need to change ____

____

____

but ____

____

____

____ worked pretty well.

Suggestions for next schedule:

Lesson 19

Topic
Time Management

Student Objectives
The students will:

129. Have the self-motivation to initiate a learning activity when required activities are completed
130. Explore different leisure time activities, e.g., hobbies, crafts, arts, recreation

Lesson Overview
Allow at least one week to complete this lesson. Announce and explain the hobby fair. Each student then chooses a topic. The next week, students display their projects and explore those of others. Finally, they verbalize hobbies they would like to try.

Basic Information
Children today have more leisure time than any generation in the past. Unfortunately, many of them spend a large amount of that time in front of the TV. This activity might spark their interest in an activity they could enjoy for the rest of their lives.

Suggested Materials
- A list of possible hobbies
- Slips of paper and pencil
- "Hobby Fair Plan Form" (Handout #6)
- Display materials (furnished by students whenever possible)

PROJECT CAUTION
You will need to adapt the lesson to fit your students' interests and abilities. Keep in mind financial limitations and problems they may have in transporting materials.

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to select, prepare and display information about a hobby.

ACTIVITY/EXPERIENCE
1. Ask the students how many of them have hobbies. Have them share examples.
2. Tell them that in one week, we will be having a hobby fair. Each student will be responsible for a hobby. Read the attached list. Ask for any additions they can think of.
3. Emphasize that you would like to have a wide variety of hobbies displayed. Set the guidelines for materials, transportation of materials, size of display, etc. Answer any questions.
4. Hand out slips of paper. Have students write their names and hobby they would like to display. This could be one they have or one that sounds interesting to them.
5. Collect results. Talk with students who have named the same hobby. If more than two have the same, encourage some to choose other topics, if possible. Or, suggest that they present their hobby as a team, with each talking about a different aspect.
6. Hand out the "Hobby Fair Plan Form" (Handout #6). Tell students that you would like the forms returned by the following day. When they are returned, meet briefly with each student to see their ideas, suggest necessary changes and/or approve the plan.
7. Throughout the week, offer help, support, information, materials and whatever else students need.
8. Hold the Hobby Fair!

PROCESSING THE EXPERIENCE
Content Questions:

1. Why do we have such a wide variety of hobbies in this country?
2. Do they all require expensive equipment?
3. Which hobbies could you continue your entire life?
4. Which hobbies could you enjoy with things that you have at home?

Personalization Questions:

1. Tell me something new you learned about a hobby.
2. Which hobbies were interesting to you?
3. Did any of them look like something you would like to try? What will you need to try it? Where will you get the materials?

CLOSURE

Investigate any hobbies that look interesting. Set a goal to start a hobby if you do not have one or to invite someone to share a hobby with you.

■

POSSIBLE TOPICS FOR HOBBY FAIR

- Bowling
- Stamp collecting
- Painting
- Rocket launching
- Cooking
- Rock collecting
- Ant farm
- Skateboarding
- Raising pets
- Swimming
- Playing cards
- Models
- Bird watching
- Drawing
- Skiing
- Doll collecting
- Training pets
- Magic tricks
- Reading
- Playing a board game
- Sewing, cross-stitch, etc.
- Playing an instrument
- Building things (Legos, etc.)
- Playing a video game
- Collecting sports (baseball) cards
- Scuba diving
- Gardening

Can you think of any others?

Handout #6 - Lesson 19 (Level C, Part 1)

HOBBY FAIR PLAN FORM

NAME: ______________________________

Hobby being displayed: ______________________________

Check how you will tell about your hobby:

- ☐ Show pictures
- ☐ Demonstrate
- ☐ Display equipment
- ☐ List rules, helpful tips, etc.
- ☐ Other (explain)

List materials you will need (if any):

____

____

____

____

____

Lesson 20

Topic

Self-Safety

Student Objectives

The students will:

137. Discuss that they have parts of their bodies that are considered private and to respect these in self and others
139. Describe the differences between good touch and bad touch
142. Realize that they are loved persons who are deserving of respect

Lesson Overview

Students define and give examples of good and bad touch. Students then judge five examples as good or bad. Next, students learn "Body Safety Rules." Then, they discuss who they can tell if something happens to them. Finally, each student makes a personal list of people they can talk to if they have a "bad secret" to tell.

Basic Information/Vocabulary

The statistics for childhood sexual assault are staggering. Nationally, one out of every four girls and one out of every 11 boys are sexually assaulted. In 85 percent of reported cases of sexual abuse, the children were abused by someone they knew. Education is an important tool for decreasing these statistics. If children do not have knowledge of sexual abuse, they will not know what to do if someone tries to abuse them. In addition, lacking such information, victimized children may be too embarrassed or afraid to report the abuse. Assess your own comfort level and biases which could affect the presentation. Not all teachers will feel enough at ease to talk with their students about sexual abuse. In such cases, a qualified resource person should be called in. (The presentation is more effective, however, when done by the classroom teacher since children are more likely to open up to a familiar person.)

NOTE

As the lessons are being taught, be sensitive to any student who seems to be more emotional than the situation calls for. Make sure either you or the school counselor talks to the child privately. If you suspect abuse, know where to refer the case.

Good touch — touches that make you feel safe and loved (they might include hugging, playing, snuggling, helping, etc.)

Bad touch — touches that make you feel angry or afraid (they include, but are not limited to, kicking, grabbing, biting, pushing and touching the private parts of our bodies for no good reason)

Private parts — those parts of the body covered by a swimsuit

Suggested Materials

- Chalkboard and chalk or newsprint and markers
- Poster displaying "Body Safety Rules"
- Paper and pencil for "Closure" activity

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to recognize and identify bad touches and to learn what to do if a bad touch happens or is attempted.

ACTIVITY/EXPERIENCE

1. Say, "Today we will be talking about good kinds of touching and bad kinds of touching and how to tell the difference." If the students seem embarrassed, let them know that it is all right to be embarrassed and that it is a difficult subject to discuss. Explain, "Everyone's body has private parts. These are the ones that are covered up by swimsuits and underwear. Something that is private is all our own and should never be shared unless you want to."
2. Ask students to define good touch and bad touch. Add any information that is lacking and correct any misinformation. Write a definition for each on the board.
3. Ask students to give examples of each. List these on the board. After any

discussion of negative touch, balance the discussion with examples of positive or caring touch. Good touch is necessary to foster a healthy self-concept.

4. Ask, "How do you know if a touch is good or bad? Could touch be confusing?" Share answers. Tell the students that their feelings are a good indicator, adding that they should listen to their feelings in various touch situations and act according to those feelings.

   Give examples. Tell the students to give a "thumbs up" sign if they would feel good or "thumbs down" if they would feel bad if the following happened.

   - Mom hugs you.
   - Brother hits you.
   - An older kid tries to push you into his car.
   - Teacher pats you on the back.
   - Dad's business partner shakes your hand.

5. Ask, "What should you do if someone tries to give you a bad touch?" Share answers. Provide some "Body Safety Rules" to follow.

   - Say "NO!" or "STOP!" in a loud voice.
   - Yell for help.
   - Get away.
   - Tell someone you trust.
   - Always remember — IT IS NOT YOUR FAULT!

6. Ask the class, "What do you do if they threaten you and make you promise not to tell?" Continue, "Is there such a thing as a bad secret?" (Yes!) and explain, "Bad secrets are secrets about what someone has done to you or you have done to someone else. You can tell bad secrets because someone needs to know. If you tell, you usually feel better."

   Give an example of a good secret. Give an example of a bad secret.

7. Ask, "To whom could you tell a 'bad secret'?" (Parents, teacher, priest, principal, police, an adult friend or any trusted adult.)

PROCESSING THE EXPERIENCE

Content Questions:

1. What are "good" touches? What are "bad" touches?
2. What are the "Body Safety Rules?"
3. Could bad touches come from someone you love? What do you do then?
4. To whom do you give good touches? How do you do it? When?

Personalization Questions:

1. Are secrets about touching secrets you should keep?
2. To whom can you tell a "bad secret"?
3. Is it your fault if someone tries to touch you in a bad way?
4. Have you ever been touched in a bad way? Did you tell anyone? Whom? If not, will you?

CLOSURE

Make a list of trusted adults you could talk to if you had a "bad secret" to tell.

— ■ —

Lesson 21

Topic

Self-Safety

Student Objectives

The students will:

144. Verify that most correction and punishment is not abuse
145. Explain the importance of reporting abuse until they are believed (for self and others)
146. Define physical abuse and how they can deal with it

Lesson Overview

Students imagine various touches and discuss how they would feel. They then define and give examples of physical abuse. Next, they listen to and discuss a story about a child who has been abused. Finally, they verbalize what they have learned and talk about it with their families.

Vocabulary

Physical abuse — causing bodily harm to another person

Suggested Materials

- Paper and pencil
- Story of "At Slicker's House" (Attachment B)

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to identify good and bad touches and educate them about reporting abuse situations.

ACTIVITY/EXPERIENCE

1. Have the students close their eyes and relax their bodies. Have them imagine the following types of hugs as you name them:
   - mommy hug and daddy hug
   - fraidy-cat hug (makes you feel safe when you're afraid)
   - grandpa and grandma hug
   - sister or brother hug (also known as a single-arm hug)
   - hurt hug (makes the pain go away)
   - happy hug

   Ask, "How did they make you feel?"
2. Have students imagine these different types of touches:
   - petting a puppy or a kitten
   - petting an elephant
   - someone patting you on the back to comfort you
   - someone hitting you on the back because they're mad at you

   Ask, "How did you feel about these touches?"
3. Discuss physical abuse. Define it as causing bodily harm to another person.
4. Read the story, "At Slicker's House" to the students (Attachment B).
5. Discuss the story. Ask these questions:
   - "Who do you think Slicker's mother called?" (Shawn's mother, teacher, counselor, priest.)
   - "How do you think Shawn felt after Pete hit him?" (Hurt, embarrassed, angry, sad.)
   - "Why do you think Pete hit Shawn?" (To show off in front of his friends.)
   - "How did Slicker feel?" (Sad, angry, sympathetic.)
   - "Why do you suppose Shawn's mother reacted the way she did?" (She was probably frustrated with the boys' fighting and didn't know what to do about it.)
   - "Why do you think Shawn wanted to talk to Slicker's mother?" (He thought she might know what to do since she had told Slicker that hitting someone all the time was abuse.)
   - "Who do you think will help Shawn and his brother, Pete?" (Family, teacher, counselor, priest.)
   - "Can you name the two kinds of touch used in this story?" (Comforting touch by Slicker and his mother, hurting touch by Pete to his brother.)

Lesson

21

Self-Safety

(continued)

6. Pose this question: "Suppose you see your friend Jenny's mom hit her really hard on the face. Her nose bleeds and there is a handprint on her cheek. What do you think Jenny should do? What advice could you give Jenny?" (Make sure that she gets help from an adult. Talk to school counselor, priest, child abuse prevention agency, etc.)

PROCESSING THE EXPERIENCE

Content Questions:

1. What is physical abuse?
2. What people could do physical abuse to a child? (Parents, step-parents, siblings, aunt, uncle, teacher, neighbor, baby sitter, etc.)
3. What should you do if you are abused or if you see someone else being abused? (Try to get out of the situation, tell someone.)
4. What do you do if, like Shawn's mother, the person you tell doesn't believe you? (Tell someone else who might be able to help.)
5. What else have you learned about physical abuse?
6. Is getting spanked for doing something wrong abuse? (Explain that no, it is one way parents help their children understand not to do things.)

Personalization Questions:

1. Have you ever abused someone else?
2. How can you avoid abusing others?

CLOSURE

Write down three things you have learned about physical abuse. Talk with your family about what you have learned.

— ■ —

AT SLICKER'S HOUSE

Scene I: Shawn and Slicker are on their way home from school

It was Friday. Shawn was on his way home from school with his friend Slicker. Slicker was excited. "My whole family is going camping for the weekend. Even my brother who goes to college." Shawn thought about Slicker's family. He remembered how much everyone laughed inside Slicker's house. He felt happy too, when he visited at Slicker's.

Shawn's brother, Pete, came riding up to Shawn and Slicker on his bike. He had two of his friends with him. "You better get home fast or else," yelled Pete.

Shawn answered, "Okay, but I'm talking to Slicker right now." Pete got off his bike, put up the kickstand, walked over and stood very close to Shawn. He growled, "I said now, you idiot." Then Pete took his hand and hit the back of Shawn's head, hard. It really stung. Pete rode off in a huff with his friends.

Slicker just stood there for a moment, then he reached out and touched Shawn's arm. "Are you okay?" he asked.

"Yeah, I'm okay," answered Shawn.

"Why did he do that to you?" Slicker asked.

"It's no big deal. I guess I just made him mad," said Shawn.

"But Shawn, he really hurt you. My mom says hitting someone like that is abuse. I think he was wrong to do that."

Shawn looked at Slicker for a second, then turned and walked home.

Scene II: Later that night at Shawn's house

That night, Shawn's mother tucked him into bed. Shawn told her, "Pete hit me today and it hurt."

Shawn's mother said, "Well, what did you do to make him mad?"

Shawn answered, "Nothing, Mom, honest."

Shawn's mother stood up and said, "You kids are always fighting. I get so tired of it." Then she walked out the door.

Scene III: After the weekend

On Monday morning, Shawn walked briskly to school. He saw Slicker and a couple of other friends playing frisbee. "Hey, I want to know everything you did camping."

"It was awesome," answered Slicker. "Meet me at my house after school and I'll show you the rocks I collected."

(continued)

AT SLICKER'S HOUSE (continued)

Shawn ran all the way to Slicker's house after school. Slicker wasn't there yet, so Shawn sat down on the front steps to wait for him. "Is that Shawn out there?" called Slicker's mother. She came out and sat down beside Shawn on the step. "I'll bet Slicker is going to show you his rocks."

"Yeah! He said you went camping. I bet that was fun. I wish I could go, too."

She laughed and hugged Shawn. Shawn felt a little silly about being hugged, but happy and special, too. "Maybe sometime this summer we'll see if you could go along, okay?" Shawn felt so glad he started to wiggle his feet.

Shawn remembered something Slicker had said. "Slicker told me that you said it was wrong for someone to hit someone else all the time."

She answered, "Yes, I told him that."

Shawn went on, "Well, what if the person who hit you said you deserved it?"

Slicker's mother looked at Shawn and said, "Shawn, no one deserves to be hit all the time."

"Even if they're not always good?" asked Shawn.

"Even then," she replied.

There was silence for a minute and then Slicker's mother asked, "Shawn, is somebody treating you badly?"

Shawn looked at the ground, "I don't know. My brother hits me quite a bit."

She asked him, "Have you told your parents?"

"My mom says it happens 'cause I make him mad," answered Shawn.

"It sounds like your brother might be abusing you. That is not okay. How do you feel about it?" asked Slicker's mom.

Shawn answered, "Mad, I guess. But scared too. And sort of ... sad."

"Shawn, I care about you. I need to tell someone about this who can help you."

Quickly Shawn asked, "Will Pete get in trouble? You know, he's not always so mean. Sometimes he gives me stuff and plays games with me."

"Pete needs someone to help him, too. He needs to learn how to treat people fairly. Do you feel okay about staying here while I call someone who can help you?"

Shawn felt scared, but he said, "Yeah, okay."

■

Lesson 22

Topic

Self-Safety

Student Objectives

The students will:

141. Discuss who to go to for help if they are abused
147. Explain strategies to protect oneself

Lesson Overview

Students give their definition of strangers. Additional information about strangers is given. Next, caution rules and strategies are discussed. Students then role-play situations with strangers. Finally, they record and illustrate the "Dealing with Strangers" rules.

Basic Information/Vocabulary

Children can learn to use prevention skills without fear and without explicit information that may not be in their best long-term interest. Since application is an important step, it would be helpful to acknowledge any successes or discuss other scenarios as they come up throughout the year.

Family code word — a word determined by the family and used to identify "okay" strangers

Stranger — person not known, seen or heard of before

Suggested Materials

- Poster listing "Rules for Dealing With Strangers" (make from suggestions under "Activity" #3)
- Poster with "Information About Strangers" (make during "Activity" #5)
- Chart paper or other large sheet of paper
- Paper and pencil for "Closure" activity

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to define strangers, understand the need to be cautious and to learn strategies to protect themselves.

ACTIVITY/EXPERIENCE

1. Ask, "Who are strangers?" and have class brainstorm answers. Acknowledge the predominance of nice strangers in the world, but set guidelines for when children should be concerned with following rules about strangers. These or similar messages should be included.
   - A stranger is anyone you don't know.
   - Most people are strangers and most of them are nice.
   - You can't tell by looking who is nice and who isn't.
   - When you are with an adult who is taking care of you, that adult is principally responsible for making decisions about strangers.
   - When you are by yourself or with your friends, you must follow the rules with all strangers.
2. Have students discuss what could happen if they didn't believe these statements.
3. Explain, "Certain rules should be followed when you are without adult supervision." Display the chart and repeat:
   - "Stay an arm's reach away from someone you don't know. Keep a 'Circle of Safety' around yourself."
   - "Don't talk to someone you don't know, including answering questions."
   - "Don't take anything from someone you don't know, not even something that belongs to you or your family."
   - "Don't go with someone you don't know, unless the person knows your predetermined family code word." (Explain code word to students.)

   Ask, "What do you think of these rules?"

4. Ask, "When would you start to feel uncomfortable or afraid with a stranger?"
5. Ask, "Where and how could you get help immediately if you needed it?" Write these answers on chart paper to display in the room.

   Ask, "Whom would you tell this experience to at a later time?" (List.)

   Compare these lists with those from Lesson 20, Activity/Experience point #7 and Lesson 21, Content Questions #3 and #4.
6. Ask, "What would you do if someone called you by name, said they were your mom's cousin and offered you a ride home from school?" Role-play.

   Ask, "What would you do if someone offered to give you $5 to show them to the nearest doctor's office in town?" Role-play.
7. Have pairs of students role-play the following scenarios:

- A stranger comes up to you in the hall at school. She says she needs help to bring in materials for the assembly this afternoon. What do you do?
- You just finished a ball game at the park. A stranger comes up to you, congratulates you, introduces himself as an assistant coach for one of the pro teams and offers to give you some pointers to improve your game. What do you do?

After each role-play, ask, "What did you do? Why? What would your parents tell you to do? Did you break any of the safety rules?"

PROCESSING THE EXPERIENCE

Content Questions:

1. Why do we need to be cautious of strangers? (Not all strangers are friendly. Some can harm us.)
2. What rules about strangers should we follow? (See poster.)
3. Whom should you tell if you are abused?

Personalization Questions:

1. What could you do to protect yourself against strangers?
2. Are strangers at your school automatically safe? At church? In the grocery store? In your neighborhood?

CLOSURE

Copy and illustrate the rules to protect yourself from strangers. Take your poster home, share it with your parents and hang it up in your room as a reminder to be cautious around strangers.

— ■ —

Lesson 23

Topic

Self-Direction and Responsibility

Student Objectives

The students will:

157. Take responsibility for completing school work and using time well
161. Discuss the role of motivation in achieving goals
162. Set self-improvement goals and develop and follow a plan to accomplish them

Lesson Overview

Students consider how often they plan events in their lives. They then evaluate their study and behavior habits by completing a checklist. Finally, they design a plan to change a weakness into a strength.

Basic Information

Planning ahead and setting goals can increase students' control over their own lives. By learning and using guidelines for setting goals, they will become more aware of events they can control and those they cannot.

Suggested Materials

- Chalkboard and chalk
- "Assessment of Goals" (Handout #7)
- "Setting A Goal For Myself" (Handout #8)

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to analyze their qualities and to set goals to improve their work habits or behavior patterns.

ACTIVITY/EXPERIENCE

1. On the board, draw the continuum in Figure 23.1 to illustrate various degrees of planning.
2. Ask, "Where do you stand?" You might have some or all the students actually stand near their mark. Ask, "Why is planning important?" and "Is planning important in school also?"
3. Distribute "Assessment of Goals" (Handout #7). Have the students evaluate their skills by completing the checklist.
4. Discuss "Personalization Question" #1.
5. Distribute "Setting a Goal For Myself" (Handout #8). Emphasize that planning and goal setting can increase the students' control over their own lives. Discuss the guidelines for setting goals.
6. Have students choose one thing they want to change in their school work. Have them write a goal with a plan to achieve it. Make sure it is clear. Offer assistance as necessary.

PROCESSING THE EXPERIENCE

Content Questions:

1. Why is setting goals important? (It gives a sense of direction; helps us see what is important.)
2. Besides school work, what things can you set goals for? (Home, spiritual life, hobbies, leisure, relationships and so on.)
3. How do you know when a goal is reached? (When you have finished

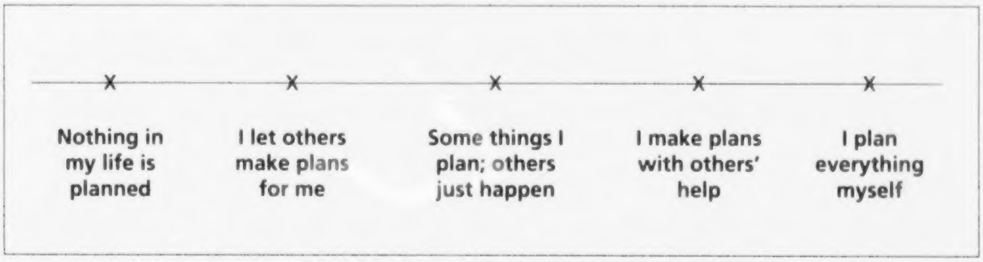
Nothing in my life is planned
I let others make plans for me
Some things I plan; others just happen
I make plans with others' help
I plan everything myself

Figure 23.1

what you set out to do. Stress the importance of having clear and specific goals so we know when we have reached them.) How do you think you will feel?

4. What kind of goals do you think Christ set? (To accomplish the Father's will.)

Personalization Questions:

1. What are your strong qualities? Your weak qualities? How can you change weaknesses into strengths?
2. Can anyone else achieve your goals? Why not?

CLOSURE

Write your goal on a card. Tape the card in a prominent place where you will see it every day until it is achieved. Share success stories next week.

— ■ —

Handout #7 - Lesson 23 (Level C, Part 1)

ASSESSMENT OF GOALS

	ALL THE TIME	MOST OF THE TIME	SOMETIMES	NEVER
ASSIGNMENTS				
1. I read all the directions before I begin work.				
2. I turn in my work on time.				
3. I complete my work doing the best I can.				
PROJECTS				
1. I plan my time to complete my work on time.				
2. If I am asked to bring materials to class, I bring them the day they are needed.				
3. I try my best on the projects (handwriting, neatness, quality).				
LISTENING AND DISCUSSIONS				
1. I pay close attention when assignments are discussed.				
2. I listen quietly while others are speaking.				
3. If I don't understand something, I ask a question at the right time.				
4. I share in class discussions.				
BEHAVIOR				
1. I bother other people.				
2. I am careful of other people's feelings.				
3. When I come into the classroom, I sit in my own seat and am ready for class to begin.				

SETTING A GOAL FOR MYSELF

GUIDELINES FOR SETTING GOALS

☐ **Check here when you have reached your goal.**

- You know what it is you want to do.
- You believe you can do it.
- You are able to do it with work and effort.
- If other people are part of your goal, you can talk to them about it.
- You can measure your goal.
- You WANT to reach it.
- You will work on only one goal at a time.
- You are sure your goal will not hurt anyone.

Lesson 24

Topic
Self-Direction and Responsibility

Student Objectives
The students will:

163. Accept responsibility for their part of a group project (accountability)

Lesson Overview
The lesson begins with an explanation of the topic and discussion of roles different members play in a group. Students are placed in home teams, then regrouped into expert groups to gain information to share with their home teams. After the information is shared and discussed with the home team, students name the group role they prefer and tell why.

Vocabulary
Home team — a group of students who will be sharing information with one another

Expert group — a group that includes a representative from each home team, with all working on the same questions

Suggested Materials
- "Expert Worksheet" (Handout #9), one per student
- "Explanation of Group Roles" sheet (Handout #10), one per home group
- One set of four cards per home group (collector, recorder, reporter and leader)

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to participate in a cooperative learning activity by explaining the procedure, creating groups and leading the discussion. (If you are already using cooperative learning, adapt this to your local practice.)

ACTIVITY/EXPERIENCE
1. Tell the class, "Today we are going to do a cooperative learning activity that has to do with working in groups. You will be working in a group of four, but you will be the only person who can provide your one-fourth of the information.
2. Divide the class into groups of four. (If you have an uneven number of students, pair the extra students with someone so they can work as a team.)

   Distribute the "Expert Worksheet" (Handout #9) to each student.
3. Tell the students that they are responsible for answering the questions for only one of the group roles (collector, recorder, reporter, leader).

   Have each student draw a group role. (Make small cards for each group to draw. The cards are labeled "collector," "recorder," "reporter," "leader.")
4. Tell the students, "Notice which role you have. You will meet with all the other people in this room who have the same role so you can work on the answers together. You will have three minutes to discuss and record your answers within your expert groups before you return to your home team to share the information."
5. After three to five minutes, have the expert groups break up and have students return to their home teams.
6. Distribute "Explanation of Group Roles" (Handout #10) to each group. Give them three to five minutes to complete their sheets.

PROCESSING THE EXPERIENCE
Content Questions:

1. Who cleans up? Who gets materials? Who hands in the assignments? Who writes the answers? Who shares in discussion? Who reads the answers to the class? Who keeps everybody working on the project?

Lesson

24

Self-Direction and Responsibility

(continued)

2. Could anyone else provide your home team with your information?
3. Does each group have to have all of these members? What happens if you have a group of three? A group of five? (One member could do more than one job.)

Personalization Questions:

1. How did you feel about doing your job — knowing the home team depended on you?
2. What happens to any group you are in if you don't participate? (The group has less quality and the load is unfair.)
3. Have you ever been in a group when someone did not do their share? How did you feel?
4. Did you ever not do your share? How do you think others in the group felt?

CLOSURE

Tell which group role you like best and explain why. (This could be written or oral.)

– ■ –

Handout #9 - Lesson 24 (Level C, Part 1)

EXPERT WORKSHEET

MY ROLE IS ______________________________________

Directions: Answer the following questions about your role.

1. Describe what you think the job is.
2. What would happen if others didn't do their job?
3. If they don't, who will?
4. Is that fair?
5. Should you always have the same job?
6. Why or why not?

Handout #10 - Lesson 24 (Level C, Part 1)

EXPLANATION OF GROUP ROLES

HOME GROUP	COLLECTOR	RECORDER	REPORTER	LEADER
1. Describe what you think the job is.				
2. What would happen if others didn't do their jobs?				
3. If others don't do their jobs, who will?				
4. Is that fair?				
5. Should you always have the same job?				
6. Why or why not?				

Lesson 25

Topic
Substance Abuse Awareness

Student Objectives
The students will:

177. Identify and choose healthy ways of feeling good.
181. Discuss what a habit is and how it develops

Lesson Overview
The lesson begins with a definition of habits. Students brainstorm and judge their habits. After a discussion about changing habits, they discuss adult habits. Next, they act out various habits for their classmates to identify. Finally, they create a plan to change an unhealthy habit they have.

Suggested Materials
- Chalkboard and chalk
- Charade cards listing habits (some possibilities are: driving safely; sharing; being happy; exercising; building something; nail biting; driving after drinking too much; smoking; overeating; making fun of people; etc.)
- Paper and pencil for "Closure" activity

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to identify and to judge habits of children and adults.

ACTIVITY/EXPERIENCE
1. Define habit as a usual way of behaving or acting in a certain way because you've always done it that way.

   Ask students to brainstorm habits they have while you write them on the board. (Some examples are: nail biting, eating between meals, getting up at 7:00 a.m., saying your evening prayers, etc.)
2. Pick a habit from the list. Ask students to raise their hands if they have that habit.

   Ask several volunteers,
   - "How long have you had the habit?"
   - "How did it develop?"
   - "Do you like the habit?"

   Choose a different habit and ask the same questions.
3. Ask, "Are habits good or bad?" and ask students to explain. Help students realize that some habits may be neither "good" nor "bad," but annoying to others or socially unacceptable.

   Go through the list, putting a "+" by the good habits, a "-" by the bad habits, and a "?" if they aren't sure. Ask, "Which category has the most in it?"
4. Ask the class, "How can you change a habit? Is it easy?" Ask students to name some habits they have changed and how. Ask, "Can adults have habits? Name some? Do you think it is easier or harder for adults to change habits?"
5. Tell the class, "We are going to play charades. On these cards are habits — some good, some bad, some annoying. We will have a volunteer role-play the habit while the rest of us try to guess what it is. After the students guess, ask, "Is it good? Bad? Annoying? Unknown? If bad or annoying, how can you change it?"

   Continue acting out habits as long as time permits.
6. Using an example like exercising, explain how habits can help us feel good. It may not be pleasant right away, but over a period of time it helps us to feel better. Also use an example that is not physical. For example, being honest can help us live with a clear conscience and feel good.

7. As a class, have students make two lists, one titled, "Habits that make us feel good" and the other, "Habits that do not make us feel good."

PROCESSING THE EXPERIENCE

Content Questions:

1. How does a habit develop? (By doing something over and over again.)
2. Why is it hard to change them? (We are used to doing them and it is hard to change to doing something different.)
3. What makes a habit bad? (When it hurts us or others.)

Personalization Questions:

1. Think of a habit you have. Would you like to have it five years from now? What could happen if you did?
2. Who could you go to for help in breaking a bad habit?

CLOSURE

Choose a habit that will help you feel good and make a plan to adopt it. Give yourself a deadline to check on your progress. List anyone who can help you.

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Lesson 26

Topic:

Substance Abuse Awareness

Student Objectives

The students will:

182. Describe the serious health problems caused by smoking
183. Identify the acceptable and non-acceptable uses of alcohol
184. Identify the effects of using the drug alcohol
185. Identify the effects of driving after drinking alcohol

Lesson Overview

The lesson begins with a discussion of the harmful effects of tobacco. Then alcohol is discussed. Through illustration and demonstration, students learn how alcohol can be harmful. Finally, students survey their parents about their families' use of drugs.

Basic Information/Vocabulary

In most places, it is against the law for people under 18 to have or use tobacco. Nationally, it is illegal for anyone under 21 to have or use alcohol. The majority of adults drink at least occasionally and most do so without incident. However, an estimated 10 million people have serious drinking problems. Excessive use of alcohol contributes to heart disease, cancer, liver disorders and to a shorter life expectancy (10 to 15 years). In addition, half of all car crashes and 60 percent of all fatal crashes involve a driver who has been drinking.

For vocabulary words, see Handouts #11 and #12.

Suggested Materials

- A magazine tobacco advertisement or a cigarette pack
- "Tobacco Fact Sheet" (Handout #11)
- An outline of the body, brain and digestive system (Attachment C)
- "Alcohol Fact Sheet" (Handout #12)
- "Family Survey Sheet" (Handout #13)

RESOURCES

Alcoholics Anonymous. PO Box 459, Grand Central Station, New York, NY 10163. 212-870-3400.

Al-Anon/Alateen Family Group Headquarters. PO Box 862, Midtown Station, New York, NY 10018-0862. 212-302-7240 (General). 800-344-2666 (From anywhere in the US). 800-245-4656 (From NY only). 800-443-4525 (From Canada only).

BABES (Beginning Alcohol and Addictions Basic Education Studies). 17330 Northland Park Court, Southfield, MI 48075. 313-443-1676.

Children of Alcoholics Foundation, Inc. PO Box 4185, Grand Central Station, New York, NY 10022. 212-754-0656 (General). 800-359-COAF.

Action on Smoking and Health (ASH). 2013 H St., NW, Washington, DC 20006. 202-659-4310.

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to gain knowledge of tobacco and alcohol and particularly how they affect the body.

ACTIVITY/EXPERIENCE

1. Tell students, "In our last class, we talked about habits. Today, we are going to talk about addictive habits, like smoking cigarettes and drinking alcohol." Hand a student the tobacco ad from the magazine or the cigarette pack. Ask the student to read the surgeon general's warning to the class. (It will say something like, "Smoking causes lung cancer, heart disease, emphysema and may complicate pregnancy.")

   Ask, "What does that mean?" and "Knowing that, why do people smoke?"
2. Ask the class, "How many of you know someone who smokes? Have you ever asked them why they smoke?"

(Someone will probably say the person said they've tried to quit, but they couldn't.) Continue, "Tobacco is addictive. What does that mean?" (You can't quit easily.)

Ask, "What makes it addictive?" (Nicotine.)

Ask, "What is the best way not to get addicted to nicotine?" (Never start.)

3. Read and discuss the "Tobacco Fact Sheet" (Handout #11).
4. Tell the class that beer, wine and liquor also contain an addictive drug called ethyl alcohol. Explain, "It is a depressant which means that it slows the body and mind down. More people are addicted to alcohol than to any other drug. They are called alcoholics."

   Continue, "Alcohol can be extremely harmful if someone drives after they have been drinking. The first part of the brain affected by alcohol is the part controlling judgment. Alcohol also affects the drinker's thinking, mood, memory and coordination."
5. Compare the brain to a control tower. Show the outline of the body, brain and digestive system (Attachment C). Tell the class, "When the control tower functions well, so does the rest of the body. The brain sends messages to our legs to walk, our mouths to talk and our arms and hands to do many things, like throwing a ball or writing a sentence. Now, let's see what happens to our control tower when we drink alcohol. "The drink goes into our mouth, down our throat, through our esophagus, into our stomach and then into our small intestine. The alcohol goes quickly through the walls of our stomach and small intestine into our bloodstream. Our blood takes the alcohol up to our brain and this affects the way our 'control tower' works. Its messages are no longer clear, so we might walk funny (stagger) or talk funny (slur words) and we may even have blurred vision. We might not even be able to catch a ball or write sentences well."
6. Ask for a volunteer who doesn't mind getting dizzy. Spin the child around several times and ask the student to walk in a straight line toward another pupil. The dizziness should be related to driving skills, which are far more complicated than those needed for walking.
7. Read and discuss the "Alcohol Fact Sheet" (Handout #12).

PROCESSING THE EXPERIENCE

Content Questions:

1. What did you learn in this lesson about smoking?
2. Do you think it is harmful for you to be in the same room with a person who is smoking? Why? (It can be, because you can breathe in the smoke they breathe out.)
3. What is the legal age for drinking alcohol? Why? (21. So a person is more likely to have enough knowledge and experience to make good choices about it.)
4. Name some occasions when you have seen people drink alcohol.

Personalization Questions:

1. What advice would you give to a smoker?
2. What would you do or say to someone who wants to drive home after they have been drinking?
3. Is there an acceptable use of alcohol? If yes, when? (At Mass, medicinal purposes, family celebrations, etc. — in moderation.)

CLOSURE

Take home the "Family Survey Sheet" (Handout #13) and discuss it with your parents — regarding alcohol and other legal drugs (caffeine, aspirin, tobacco, etc.)

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Handout #11 - Lesson 26 (Level C, Part 1)

TOBACCO FACT SHEET

Cigarette smoke has in it about 3000 chemicals, some of which are poisons. Among the most dangerous chemicals found in cigarette smoke are:

- **Nicotine** — a poison that makes the body work harder than normal
- **Carbon monoxide** — a dangerous chemical also found in car exhaust and smog
- **Tar** — sticky brown goo made up of about 300 chemicals, some of which cause cancer (People who smoke one pack of cigarettes every day get about one cup of tar in their lungs in a year.)
- **Arsenic and cyanide** — deadly poisons used by tobacco growers to kill insects on tobacco plants
- **Formaldehyde** — a chemical used to preserve something, like frogs used in dissection

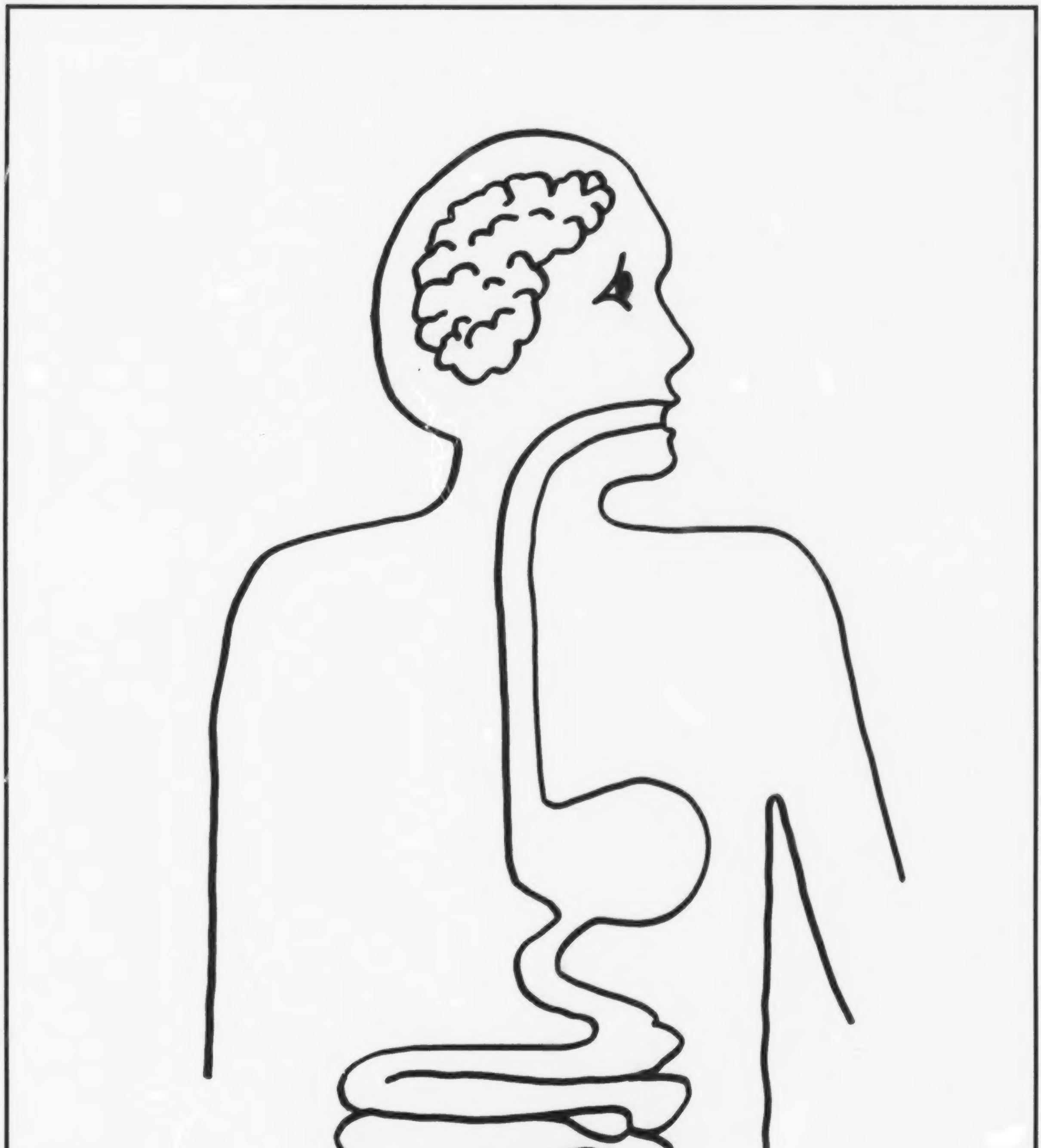
Smoking cigarettes may cause:

- Dizziness and a sick feeling in the stomach
- The muscles, brain and lungs not to work as well as they should
- The body and heart to work harder than normal
- Yellow teeth and fingers
- Bad breath and smelly skin, hair and clothing
- Coughing and sore throat

People who smoke for many years may have serious health problems, such as:

- Heart attack
- Cancer of the lungs, mouth, voice box, windpipe, bladder and kidney
- Strokes
- Emphysema
- Ulcers
- Bronchitis
- Dental problems

Attachment C - Lesson 26 (Level C, Part 1)



ALCOHOL FACT SHEET

Drinking alcohol can cause:

- Stomach ache
- Lack of coordination (clumsiness)
- The mind to feel dull and foggy
- Mood changes — people may feel happy one minute and sad the next
- Sleepiness

Drinking too much alcohol makes people drunk. People who are drunk may:

- Become depressed or sad
- Get mean and violent
- Not know what they are saying or doing
- Become unconscious (pass out)
- Get very sick

More people are addicted to alcohol than to any other drug. People who are addicted to alcohol are known as alcoholics. Children and teenagers can become alcoholics and it can happen more quickly in young people than in adults.

Half of all car accidents in this country in which someone is killed involve a driver who has been drinking. Accidents involving drunk drivers are one of the major causes of death among teenagers.

Handout #13 - Lesson 26 (Level C, Part 1)

THE ______________________________ FAMILY

The different ways/times we use alcohol in our family:

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The different ways/times we use other legal drugs (caffeine, tobacco, pain relievers, cold medicine, etc.):

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Lesson 27

Topic
Substance Abuse Awareness

Student Objectives
The students will:

186. Recognize that members of a person's family are not perfect and will make mistakes

Lesson Overview
Students draw a picture of their family and list family responsibilities. They then discuss mistakes that family members make. Next, students learn about and practice using "I-Messages." Finally, each finds a partner and practices using "I-Messages."

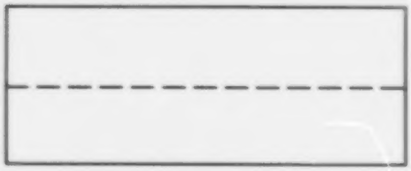
Vocabulary
See Handouts #11 and #12.

Suggested Materials
- Paper and pencil
- Drawing paper
- Poster displaying the "I-Message" formula (make from "Activity" #5)

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to compare family responsibilities, to name things that cause family disagreements and to understand the benefits of using "I-Messages."

ACTIVITY/EXPERIENCE
1. Give each student a sheet of drawing paper. Have them hold the paper the long way, then fold it down so they have a top and bottom part.



2. Ask the students to draw a picture of their family on the top half. On the bottom half, under each family member, have them list responsibilities that family member has (e.g., mom — makes dinner, me — make my bed, dad — buy groceries, etc.).

   Ask them to list as many responsibilities for each person as they can think of.
3. Ask the students, "Who has the most responsibilities? What happens if someone doesn't do their responsibilities? Does your family ever have disagreements? Do members of your family ever make mistakes? How do you handle that? Does anyone have a perfect family? Why not?" (We're human and humans, unlike God, make mistakes.)
4. Tell the class, "Communication is important in families. Many people communicate messages that blame or judge. This causes a person to feel defensive and unwilling to work things out."

   Continue, "Today, we are going to practice using 'I-Messages.' An 'I-Message' is a clear and non-threatening way of telling people what you want and how you feel."
5. Display the "I-Message" formula and go over the steps.

- I feel (state the feeling)
- When you (state the behavior)
- Because (state the consequences)

Some examples are:

- I feel angry when you take my radio without permission because then I can't listen to it.
- I feel pleased when you ask me how my day went because it shows you're interested in me.

6. Have the class practice using "I-Messages" for various situations.

- Your brother forgot to feed the dog.
- Your sister was 45 minutes late picking you up after school.
- Your dad forgot about your ball game and didn't show up.
- Your mom made an especially nice dinner for the family.

Lesson

27

Substance Abuse Awareness

(continued)

PROCESSING THE EXPERIENCE

Content Questions:

1. What is a family? (A group of people who live together and care for each other.)
2. Why do families have disagreements? (Because they do not always see things the same way; they have some values which are different.)
3. How can "I-Messages" help communication within a family? (It makes communication more clear and is less blaming.)

Personalization Questions:

1. Think of a time you made a mistake. How did you feel? How did you act? What did someone do that made you feel better? Feel worse?
2. What can you do to help family members who have made mistakes?

CLOSURE

Find a partner. Practice using "I-Messages" with that person. Plan to use "I-Messages" whenever they are appropriate.

On a sheet of paper, write about a problem you have with someone and write an "I-Message" telling them how you feel.

(Remind students that "I-Messages" will not solve all the problems a family has with communication, but they are one tool a family has for open communication.)

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Lesson 28

Topic

Conflict Resolution

Student Objectives

The students will:

220. Explain the value of respecting the needs and feelings of others
222. Practice different ways of resolving conflict (compromise, consensus, mediation)
223. Practice using prayer and reflection in handling conflicts
226. Identify those aspects of a conflict which they can and cannot control

Lesson Overview

Students consider feelings that each side has in a conflict. They learn that conflict is normal, but that hurt feelings can be minimized if the situation is handled well. Next, they become familiar with and practice using steps to resolve conflicts. Finally, they describe and resolve a conflict using one of the methods discussed.

Basic Information/Vocabulary

Conflict is a normal part of life. Therefore, children need to learn skills to resolve them. Peer and family relationships can be destroyed or they can be strengthened by the type of conflict management techniques used. Put downs, name calling and/or denying the problem do not help.

Compromise — each side gives in a little
Consensus — everyone agrees they can live with the decision, even if it isn't their first choice
Mediator — a different person, not directly involved, settles the disagreement

Suggested Materials

- Chalkboard and chalk
- Chart listing "Steps for Conflict Resolution" (make from "Activity" #4)
- A picture of a conflict (cut from a magazine)
- Paper for the "Closure" activity

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to identify various ways to solve conflicts and to become familiar with actions that help and those that harm the problem-solving process.

ACTIVITY/EXPERIENCE

1. Have students think of a disagreement they have had with someone and ask, "How did you feel? How do you think the other person felt?"
2. Tell the students that conflicts are a normal part of life and that how conflict is handled can either bring people together or tear them apart.
3. Have the students brainstorm ways of resolving disagreements. (Someone could give in; both sides could give a little — compromise; all could agree to live with the decision, even though they might prefer something else — consensus; have someone else decide — mediator.)
4. Tell them that solving conflicts is similar to making other decisions. Display a chart showing the following "Steps For Conflict Resolution:"

- Identify the problem.
- Attack the problem, not the person.
- Ask, "Do you need to find out any information?"
- List all possible solutions. Pray to know what the best solution is.
- Which solutions best solve the problem?
- Pick the best solution you can both (all) live with.

5. Show a picture of a conflict that you cut out of a magazine. Have the students give each person in the picture a name. Ask the students if anyone wants to tell us what they think is going on. (Let several respond.) Then, ask how each character is feeling and, "What are possible solutions to the conflict that will show Christian values?"

Ask, "Why is it important to respect others' feelings? What happens if we don't? Why do you need to consider values?"

PROCESSING THE EXPERIENCE

Content Questions:

1. Give an example of a compromise (both sides giving in).
   - Give an example of a consensus (both sides agreeing with the decision).
   - Give an example of a time you would use a mediator (third person) to solve the problem.
2. How can you use prayer in handling conflicts?
3. Why is it important to attack the problem and not the person? What happens when you attack the person? (It is only the problem which can be solved. If the person is attacked, that person will most likely only help to make the problem worse.)

Personalization Questions:

1. Think of a conflict you had with a friend that was worked out satisfactorily. What did you do? What did your friend do?
2. Think of a disagreement that was not handled well. What went wrong?
3. How do you feel when you work out a problem?

CLOSURE

Take your sheet of drawing paper and fold it into four parts. Draw a conflict situation in four parts so that the fourth part shows conflict solution.

On another sheet of paper, write a brief story, ending with an explanation of the solution you chose.

(These can be posted under the categories of compromise, consensus or mediation.)

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Lesson 29

Topic
Conflict Resolution

Student Objectives
The students will:

227. Practice a group process for resolving conflict
228. Identify when it is important to stand up for one's beliefs and values
229. Explain the importance of handling personal conflict without involving extraneous people
230. Identify and practice ways to handle an unresolved conflict

Lesson Overview
Students examine group conflict and group resolution. They then role-play and discuss two situations: one that involves a mediator and one that doesn't. Next, the students discuss how to handle uncooperative parties. Finally, they examine problems and give advice for solving them.

Vocabulary
Compromise — each side gives in a little

Consensus —everyone agrees they can live with the decision, even if it isn't their first choice

Mediator — a different person, not directly involved, settles the disagreement

Suggested Materials
- Chart showing "Steps for Conflict Resolution" (created in Lesson 28, "Activity" #4)
- Paper and pencil

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to practice and to evaluate different conflict resolution methods and acquaint students with helpful and harmful communication skills.

ACTIVITY/EXPERIENCE
1. Ask the students, "Have you ever witnessed a disagreement at recess between two groups of kids who were playing a game? What happened? How was it resolved? Was that a good way?"
2. Role-play the above situation with a group of students. Evaluate the process, using the steps for conflict resolution displayed from the previous lesson. Then ask, "Could anything be done differently to resolve the conflict more quickly or easily? Did everyone speak at once? When should you talk? When should you listen? As a Christian, why is it important to try to resolve conflicts?"
3. Ask the class, "Are there times when you should go to someone for help? When? To whom would you go? What if you disagree with their solution?" (Mediators, whether parents, teachers or peers, are usually agreed upon by the people involved; therefore, the solution should stand.)

   Have students describe a situation where they might use a mediator. Role-play the situation.
4. Tell the class that many times, the conflict can be handled by the people involved and they should at least try their best before going to a mediator. Role-play a situation where the children resolve their own conflict.
5. Ask the students, "What should you do if you have a conflict with someone?" (Talk with them.) Ask, "What if the person says they don't want to talk?" (Try later, gently encourage them, get rid of your anger by doing something physical and/or something you enjoy so you can feel good again.)
6. Role-play situations where the other party involved doesn't try to solve the problem. Caution students not to blame, criticize, get angry or do anything else to make the situation worse.

After the role-play, ask, "How did you feel? Did your actions make the situation better or worse? Why?"

PROCESSING THE EXPERIENCE

Content Questions:

1. What actions help to solve problems? (Clarifying, using "I-Messages," being willing to give in if it is appropriate to do so, etc.) What actions make the situation worse? (Blaming, calling names, throwing a temper tantrum, pouting and so on.)
2. How are individual and group conflict resolutions the same? (Both need to be solved and we can use some of the same methods to solve both.) How are they different? (More people are involved in a group conflict and it is sometimes harder to get everyone to agree to a solution.)
3. What do you need to do before you go to a mediator? (Try to solve it yourself.)

Personalization Questions:

1. Think of a time your values influenced your decision. (Ask for volunteers to share.)
2. What is your greatest skill in conflict resolution — good listening, using "I feel" statements, not blaming others, controlling your anger? From that list, what do you feel you need to work on the most?
3. Think of a conflict you are having now. What could you do to resolve it?

CLOSURE

"Dear Abby" is a columnist people write to for advice. Create a letter someone might write if they were having a problem with someone. Then, pretend you are "Dear Abby" and give them advice on solving the problem.

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Lesson 30

Topic

Cultural Similarities and Differences

Student Objectives

The students will:

241. Define prejudice and identify that it is shown in many ways
242. Identify the ways that individuals differ in family traditions and culture
243. Discuss the similarities and differences of other people and how their lives are enriched by them

Lesson Overview

Students participate in an activity called, "Feeling Like an Outsider." They then define prejudice and identify people who experience it. Next, they list nationalities of their ancestors and share any customs celebrated in their families. Students then identify and discuss cultural celebrations that are held in their area. Finally, they evaluate the truthfulness used in some arguments.

Vocabulary

Prejudice — idea formed before the facts are known or setting aside the known facts

Suggested Materials

- Chalkboard and chalk

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to identify different types of prejudice and to recognize the variety of cultures they have in the area.

ACTIVITY/EXPERIENCE

1. Students participate in an activity called, "Feeling Like an Outsider." Ask all students but one to join hands in a circle. The volunteer must try to get into the circle. The activity usually ends when the outsider gets in or gives up. Ask the outsider, "How do you feel now? How did it feel to be on the outside? On the inside?" Ask the rest of the class, "Did any of you feel bad for the outsider? What did you do about that feeling?"

   Compare this activity to society. Ask, "Do we ever try to shut people out of certain places or activities? Why? What is that called? (Prejudice.) Is prejudice right?"
2. Ask students to think of the nationalities of their ancestors. List these on the board.

   Ask, "What special holidays do you observe in your family? Do you have special food to go along with special events?"

   List cultural celebrations that are held in your area (for example, St. Patrick's Day parades, German Oktoberfests, Nordic festivals, Afro-American events, Native American events, Dutch tulip festivals, Mexican fiestas, Asian events, Hispanic holidays, Latin American cultural fairs, etc.).

   Ask, "Have you ever been to a festival, even if you weren't a descendant of that country? What was it like? How did you feel about the music? Costumes? Food? Why do people call America the 'salad bowl' of the world? Why is it nice to have a variety of cultures?"

PROCESSING THE EXPERIENCE

Content Questions:

1. What is prejudice?
2. Why is being prejudiced against Jesus' teachings? (It is only honest to get the facts first and to use them in forming an idea or opinion.)
3. Why do we have so many cultural celebrations in this country? (Because there are so many different groups of people in our country.)

Personalization Questions:

1. What type of prejudice have you seen? Have you experienced?
2. What is your favorite cultural festival? Why?

Lesson 30

Cultural Similarities and Differences

(continued)

3. If you could ask your ancestors anything, what would it be?

CLOSURE

(Write arguments A and B, shown in the column at right, on the chalkboard.)

Are these arguments true? Why or why not? (Emphasize the uniqueness of individuals and discuss how generalizations can turn into prejudice. Conclude, "Just think what you would miss out on if you never ate any red food or never played with any third graders.")

—■—

A

- Beets taste awful.
- Beets are red.
- All red foods are awful.

B

- Tony cheated on his test.
- Tony is in the third grade.
- All third graders cheat.

336

Lesson 31

Topic

Cultural Similarities and Differences

Student Objectives

The students will:

240. Experience and learn from persons with disabilities in order to appreciate them and their gifts
244. Explore reasons for homelessness

Lesson Overview

Students estimate the number of homeless in this country and suggest possible reasons for this tragedy. The lesson then proceeds to an awareness of a variety of physical disabilities. Students then experience a disability for a short length of time. Finally, students do research on a disabled person to share with their class.

Vocabulary

Disabled — to have a physical or mental handicap
Disability — a physical or mental handicap
Deaf — someone who can't hear
Mute — someone who can't talk

Suggested Materials

- Chalkboard and chalk
- "Reasons for Homelessness" (Attachment D)
- A disability slip for each child (they can be repeated)
- A worksheet or other assignment for the "disabled" students
- Optional: blindfold, wheelchair, slings, crutches and other equipment

Teacher Preparation

- Disability slips in container; suggestions for slips: blind, deaf (can't hear), mute (can't talk), can't read, no use of arms, color blind, use of only one arm, use of only one leg, no use of legs, no use of arms or legs, etc.
- Assignments
- Gather supplies for disabled persons, if you choose to use them.
- Check your local library for current information on homelessness.

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to broaden their view of humanity by examining homelessness and disabilities.

ACTIVITY/EXPERIENCE

1. Tell the class, "This country has approximately 240,000,000 people." Write this number on the board. Ask, "How many do you think are homeless?" After several responses, report that the latest statistics show about 2,000,000 people are homeless.
2. Ask students to brainstorm reasons for this tragedy. List these on the board.
3. Read "Reasons for Homelessness" (Attachment D) to the students.
4. Ask, "What is our responsibility to the homeless?"
5. Tell the class that some homeless people are physically disabled. Have the class identify some disabilities and list these on the board. Ask, "Does a disability always keep a person from working? Can you think of famous or local people, past or present, who are successful, despite their disabilities?" (Include as examples: Stevie Wonder and Ray Charles, who are blind; Mel Tillis, who stutters; Beethoven, who was deaf; and Helen Keller, who was deaf and blind.)
6. Ask, "How do you think you would react if you had a disability?" Tell the class, "For the next 10 minutes, you will experience a disability. I'm going to have everyone draw a slip of paper from this container. On the paper is the disability you will have. Some may be the same. For the next 10 minutes, you must try to function normally, even with your disability."

Give the students any assignment that requires them to do some moving and talking. It could be as simple as having them study spelling with a partner.

PROCESSING THE EXPERIENCE

Content Questions:

1. Were you successful? What problems did you have?
2. What could you do? What couldn't you do? How did you compromise or adjust?

Personalization Questions:

1. How would you feel if you had this disability for one hour? One day? One week? One year?
2. How do you feel about: disabled artists who hold the brushes in their mouths; blind musicians; paralyzed basketball players who play in wheelchairs; deaf people dancing; skiers who have only one leg; etc.?
3. Does God love the disabled?

CLOSURE

Over the next week, select the name of a famous or local disabled person. Describe that person's specific disability and name an accomplishment they have achieved.

Possible Extension Activity

If any disabled people in your area are available, invite them to come and speak to your class.

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Attachment D - Lesson 31 (Level C, Part 1)

REASONS FOR HOMELESSNESS

Compiled from information in *Homelessness in the United States* by Jamshid Momeni

- Personal (abuse, divorce, separation)
- Financial (lost job, rent went up, etc.)
- Space changes (put out of their home, home condemned, lease ran out, fire)
- Substance abuse
- Migrated for work
- Urban renewal
- Released from psychiatric institutions, though not yet well
- Health-related problems
- Released from jail or prison with nowhere to go
- Reduction in federal social welfare
- Boredom
- Others

LEVEL C
PART 2

Lessons 1-30

Lesson 1

Topic

Individual Differences

Student Objectives

The students will:

272. Describe differences in physical attributes, such as size, weight, limitations
274. Explain that there are stages in the growth process
275. Explain that people go through these stages at different rates

Lesson Overview

Class begins with a discussion of handprints, then it moves to comparing students' past, present and future prints. Students then discuss the order of occurrence of several physical development stages. The lesson concludes with the students showing how uniqueness can add to group strength.

Suggested Materials

- "You've Come a Long Way" (Handout #14), one per student
- One sheet of typing paper per student
- Scissors

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to recognize stages of development and help them realize that the speed of development is not important. (Since we are unique, we progress through the stages at different rates.)

ACTIVITY/EXPERIENCE

1. Have the students make a handprint on a sheet of paper by tracing their hand. Then, put students in groups of four to compare their handprints.
2. Ask, "What similarities did you notice? What differences? Why aren't the prints all the same? What is good about having unique handprints? How would this compare with a handprint from seven years ago? Seven years from now?"
3. Have students describe what differences they see in their classmates' sizes (height, weight). Why aren't all students the same size?

   Ask, "Are all of us good at the same physical activities? Why? What limitations might some of us have?"
4. Tell the class, "Let's see how you compare in other ways." Hand out the "You've Come a Long Way" sheet (Handout #14). Explain that students are not expected to know all the answers, but to fill the sheet out the best they can from what they remember and what they have observed other babies doing. Give them two minutes to complete the ranking, according to the directions.
5. Have students compare answers with the other group members.
6. Discuss remaining questions.

PROCESSING THE EXPERIENCE

Content Questions:

1. What do you notice about your ranking?
2. Did everyone go through these stages? What do you notice about the order of occurrence? The order may have been pretty close, but did they occur for everyone at exactly the same time?
3. Why do people develop at different rates? What does it mean if someone walked earlier than you? Later?

Personalization Questions:

1. How do you feel about your rate of development?
2. Say a prayer of thanksgiving for the health you have. (Be sensitive if students in your class have major health problems.)

CLOSURE

Cut out your handprint and on it, write something at which you are good. (These can be made into a bulletin board. Here is a list of possible themes: "Heavenly Handprints," "Circle of Friends," "Digit Differences," "Gifts on Gloves," "Array of Attributes," Together We Can Do Everything," etc.)

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YOU'VE COME A LONG WAY

Directions: Number these skills in the order you think they occurred for you.

(1 is the first thing that happened and 8 is the most recent accomplishment.)

____ Tie your shoe

____ Sit up

____ Walk

____ Potty trained

____ Stand up

____ Count to 100

____ Ride a bike

____ Say first word

Lesson 2

Topic
Individual Differences

Student Objectives
The students will:

271. Describe how each person may react differently to the same situation
273. Explain how some people stereotype what boys and girls can do
276. Explain that God gives everyone what they need to become the best people they can be

Lesson Overview
Class begins with a vote on feelings toward specific situations, then moves to a discussion of male and female stereotyping. The lesson concludes with students displaying God-given talents.

Suggested Materials
- Chalkboard and chalk
- "YEAH" and "YUCK" signs

Teaching/Learning Activities

TEACHER'S ROLE
Help students recognize that each person has unique talents, feelings and reactions.

ACTIVITY/EXPERIENCE
1. Ask the students how they would feel in some simple situations (adjust these to fit your students). Have the students respond by moving to the "Yeah" or "Yuck" side of the room. Keep track of the number of boys and girls on each side of the room. Some possible situations are:

	Yeah		Yuck	
	Boys	Girls	Boys	Girls
Chili for lunch				
Football game on TV				
Going shopping				
It's raining outside				

2. Write the tally for each situation on the board.
3. Ask, "Did everyone vote the same? Why or why not? Who was right?"

PROCESSING THE EXPERIENCE
Content Questions:
1. What do you notice about the results?
2. Do any of them seem to be a "boy's" thing to do? A "girl's" thing to do?
3. Did God give us a list of things "only women do" or "only men do"? Where did we get that idea?
4. Why do you think God gave us the talents we have?

Personalization Questions:
1. Think of a time you were called a "tomboy" or "sissy." How did you feel?
2. Did you ever do that activity again? Why or why not?

CLOSURE
On "go," pantomime an interest or talent you have. Keep acting until you hear "stop."

(Have students stop after you have seen what each is doing. Make a list of all the interests or talents you see and report back to the class.)

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Lesson 3

Topic

Communication

Student Objectives

The students will:

40. Realize the impact of actions, as well as words
41. Differentiate between formal and informal language and describe when to use each

Lesson Overview

Class begins with a discussion of the power of actions over words. It then moves to a comparison of formal and informal language and appropriate times to use each. The lesson concludes with the students writing informal and formal phrases on chart paper.

Suggested Materials

- Chalkboard and chalk
- Two large sheets of paper (one titled, "INFORMAL" and the other, "FORMAL")

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to examine the power of actions and to look at the types of language.

ACTIVITY/EXPERIENCE

1. Discuss the phrase, "Actions speak louder than words."
2. Ask the students, "How would you feel if you saw a police officer steal something? If your dad didn't eat all his beets after he made you eat yours? If you saw the teacher changing answers on a student's paper?"
3. Ask the class, "What makes people act the way they do? Is saying one thing and doing another wrong? Are you more likely to follow what someone says or what someone does? Why?"
4. Ask a student to share a common slang term and ask, "When would you use it?" Give several more examples of terms and situations where each might be used.
5. Ask, "When would you not use this language? Why? What kind of language would you use? How would you greet the president of the United States? Your cousin from Los Angeles? Your grandmother?"
6. If time permits, break the students into small groups and have them role-play situations with appropriate and inappropriate language.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is the difference between formal and informal language? (Informal uses slang, many contractions, many incomplete sentences. Formal does not use slang, uses fewer contractions and uses more complete sentences. Word choice and tone are different.)
2. What would happen if you used informal language in a formal situation? Formal language in an informal situation?

Personalization Questions:

1. Think of a time your language seemed inappropriate. Why was it? If you could replay that situation, how would you change it?
2. Think of a time you felt good about your choice of words. Why did you feel that way?

CLOSURE

On the big sheet of paper labeled "INFORMAL," write an informal word or phrase. On the big sheet labeled "FORMAL," write a formal word or phrase.

(Caution students on what you will accept, i.e., no swear words, etc. If you see any, remove the sheets.)

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Lesson 4

Topic
Communication

Student Objectives
The students will:

36. Describe appropriate times to speak for oneself and on behalf of others
42. Discuss motives for telling on another person
43. Attend to others while they are speaking

Lesson Overview
Students discuss things that "bug" them. "I feel" statements are introduced as an effective form of communication. Students pair up and practice using "I feel" statements. Class concludes with a demonstration and discussion of effective listening.

Suggested Materials
- "I Feel" (Handout #15)
- Chalkboard and chalk
- Shoe box or other small decorated box, with slit cut in top
- Slips of paper

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to communicate effectively with others when they have concerns or complaints. Help students examine their listening skills.

ACTIVITY/EXPERIENCE
1. Ask students, "What bugs you?" and have them brainstorm for 30 seconds. List responses on board.
2. Ask, "What do you do?" and "What do you say?" List responses on board. Ask whether these help or hurt the situation.
3. Stress the point that the problem can only be resolved if the two people involved take the time to talk it through. Introduce "I feel" statements, where you tell the other person how you feel about the situation without putting them down.

   Take three examples from the board and put them into "I feel" statements: "When you __________, I feel ________________ because ________________________."
4. When students understand how to express themselves, distribute "I Feel" (Handout #15), pair students up and have them practice four more statements with a partner. They may use examples from the board or create their own.
5. Discuss: "How did you feel saying the statement? How did you feel receiving the statement?"
6. Tell the class, "Sometimes we are bugged because people don't listen to us when we talk. What would you say to them?" Repeat, "When you ____________, I feel __________ because ____________________."
7. Have two students demonstrate good listening skills. Have one tell a story while the other listens. Ask, "What did you see them doing?" and list responses on the board. Partner students and have them demonstrate good listening skills.

PROCESSING THE EXPERIENCE
Content Questions:

1. Is there ever a time you should tell someone else about the problem? When? Who would you tell? (Yes, if you need help in working it out. Tell a parent, teacher, etc.)
2. What if the problem isn't yours, it's just something you have seen happening in the classroom? Should you tell? Why or why not? Who would you tell? (It depends on the situation. You would probably tell the teacher.)
3. What are good listening skills? (Looking at the person speaking, nodding, frowning or letting them somehow

know you are hearing them, commenting on what they say and so on.)

Personalization Questions:

1. Which skill is hardest for you? Easiest for you?
2. How will these skills help you with friendships?

CLOSURE

You will be a bank teller for the next 24 hours. Your job is to listen for anyone using "I feel" statements or notice anyone using good listening skills and put their name on a slip of paper and deposit it in the Communication Bank (a small decorated box). On (whatever day you like), we'll check the box for the amount of deposits.

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Handout #15 - Lesson 4 (Level C, Part 2)

"I FEEL ______________________"

"When you ______________________, I feel ______________

because ____

____."

"When you ______________________, I feel ______________

because ____

____."

"When you ______________________, I feel ______________

because ____

____."

"When you ______________________, I feel ______________

because ____

____."

Lesson 5

Topic
Friendship

Student Objectives
The students will:

50. Describe the qualities of Christian friendship
54. Describe how a variety of friends can help us grow in different ways

Lesson Overview
Class begins with a discussion of friendship characteristics. Each student describes how a friend could show a particular trait. They then examine their own friendships to realize which friends meet their needs. They also examine themselves to look at how they meet others' needs.

Suggested Materials
- A large sheet of paper titled, "CHRISTIAN FRIENDSHIP CHARACTERISTICS"
- A headband for each student (can be made of paper strips and held together with paper clips) labeled:
    FUNNY
    CARING
    CAN KEEP A SECRET
    GOOD THINKER
    CREATIVE
    FUN-LOVING
    SENSITIVE
    CHRISTIAN
    DARING
    HELPFUL
    GOOD LISTENER
    COOPERATIVE
    HONEST
    SHARES THINGS
    DEPENDABLE
    UNDERSTANDING
    CHEERFUL
    FAIR
  and so on
- "Different Types of Friends" (Handout #16)
- Paper and pencil

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to examine their friendship needs and to recognize the friends who meet these needs.

ACTIVITY/EXPERIENCE
1. Have the class brainstorm: "A friend is..." Record the answers on chart paper to be posted in the room and added to throughout the friendship unit.

   Ask, "How many of these qualities are Christian qualities? Can you name other qualities of a Christian friendship?"
2. Ask, "Can one person do or be all these things all the time?" Tell the students that today they will explore the idea of having different types of friends who meet different needs.

   Place a different headband on each student. Explain that each is wearing a headband with a different friendship characteristic (unless large numbers cause you to repeat some). The students are not to look at their own headbands nor are they to tell each other what is on the headbands. Pair students up and have them interact with a partner in such a way that the other child will get a clue about what the label says. Have students guess what their headband says as a result of this interaction.

PROCESSING THE EXPERIENCE
Content Questions:

1. Was it hard to guess what your label said? How did you do it?
2. What would it be like if you had only one friend with one of these characteristics?
3. Is it possible that different friends meet different needs? What are some examples?
4. Complete the "Different Types of Friends" sheet (Handout #16).

Personalization Questions:

1. Do you have different friends who meet different needs? (Look at your "Different Types of Friends" handout.)
2. What are some of these different needs that you think you meet for friends?
3. Do your friends help you to be more Christian?

CLOSURE

Either write or draw the qualities you like in the variety of friends you have. What personal qualities do they have? What special interests do they have? What do they like to do? How old are they?

(These "Friendship Pals" descriptions could be displayed on a bulletin board.)

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Handout #16 - Lesson 5 (Level C, Part 2)

DIFFERENT TYPES OF FRIENDS

What friends do I turn to when:

I need help with my school work

I feel sad

I want to laugh

I want to play a game at recess

I want to pray

I want to share a secret

I can have someone stay overnight

List two other friendship traits and friends who have them.

Lesson 6

Topic
Friendship

Student Objectives
The students will:

55. Describe friendship as a gift which cannot be demanded
56. Describe different kinds of friendship

Lesson Overview
Students take a verbal friendship quiz. Students change statements of poor thinking about friendship into better ones. The lesson ends with students creating a friendship web with friends from all areas.

Suggested Materials
- "Shed the Shoulds" (Handout #17)
- Pencil
- Construction paper (5 per student)
- Glue or stapler

Teaching/Learning Activities
TEACHER'S ROLE
Assist students to adjust poor thinking they may have about friendships to better thought patterns.

ACTIVITY/EXPERIENCE
1. Give the students a "right thumb - left thumb" friendship quiz. Tell them, "Raise your right thumb if you have exactly the same friends at school as you do where you live (neighborhood). Raise your left thumb for no." Then say, "Raise your right thumb if all your friends are the same age as you. Left thumb for no." Continue, "Raise your right thumb if you have made one or more new friends in the last year. Left thumb for no."

   Ask, "How did you vote? What does that tell you about your friends?"
2. Explain that the group will be discussing different "demands or shoulds" we place on friends and the effect that these "shoulds" have on relationships.
3. Distribute the "Shed the Shoulds" sheet (Handout #17) and have students pair off. They are to read each situation and rewrite it in a better way. Give an example: "The first sentence states that your friend should always play what you want to play. A better sentence is, 'Sometimes my friend will play what I want and sometimes my friend might want me to play what he/she wants to.'" Discuss this idea so students understand it before completing the handout. Read any sentences for pairs who have difficulty reading them.

PROCESSING THE EXPERIENCE
Content Questions:

1. What do you see as the difference between your sentences and the ones on the sheet?
2. What do you need to do in order to do the set you wrote?
3. Do you think that friends can always "live up" to what you think they should be? What kinds of problems does this cause? (No, we cannot and should not control others.)
4. Describe a Christian friendship. (One in which each person is honest, kind, caring, considerate, is a good influence on the other, etc.)

Personalization Questions:

1. Have you ever placed "shoulds" or demands on your friends?
2. What happened when you did? Was it good for both you and your friend?
3. What have you learned that you can use to help you in getting along with your friends?
4. How can you say "thank you" for the gift of friendship?

CLOSURE
Make a friendship chain. We can develop friendships with people we meet in many different places (schools, neighborhoods, church, clubs, etc.). On each strip of paper, write one place where you have met someone who has become a friend. After you are finished writing, link your strips by pasting or stapling the ends into a chain. We will display this chain in our room so you can read it and get some new ideas for developing even more friendships.

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Handout #17 - Lesson 6 (Level C, Part 2)

SHED THE "SHOULDS"

Directions: Read each sentence on the left. Rewrite it in a better way.

1. My friends should always play what I want to play.	1.
2. My friends should tell all of their secrets to me.	2.
3. When I tell my friends a secret, they should never tell anyone else.	3.
4. My friends should only like the people I like.	4.
5. When I don't understand my homework, my friends should always help me.	5.
6. My friends should only dress the way I want them to.	6.
7. I shouldn't have to work hard at making new friends. They should come to me.	7.

Lesson 7

Topic
Family

Sudent Objectives

The students will:

73. Describe some appropriate ways family conflicts are solved

Lesson Overview

Students recall family disagreements. They then identify helpful and harmful techniques used to solve a problem. Through role-play, the students practice using helpful techniques. Finally, they review the four steps by drawing stick people practicing the steps.

Basic Information

Families today are all unique and have unique ways of solving problems. As children share examples, be careful not to criticize their family's methods. You might ask questions like, "What else could you do?" or ask students to describe a different method, etc. Another technique is to ask them to evaluate the method — for example, "How did it work? What might have worked better?" Children also tend to share private family matters at times. Stress confidentiality with the class. Remind them that all families have conflicts and that the purpose of this lesson is to learn ways to resolve them.

Suggested Materials

- Chalkboard and chalk
- Large sheet of paper for helpful hints (to be posted later)
- "Four Problem-Solving Steps" (Handout #18)
- Paper for "Closure" activity

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to learn and practice helpful methods of solving conflicts within families.

ACTIVITY/EXPERIENCE

1. Say, "Raise your hand if you've never had a disagreement with someone in your family. It looks like just about everyone has. Think of a time you had a disagreement with someone in your family." Ask, "What happened? How did it turn out?"
2. Have students role-play an example. Ask, "What did you see that helped the situation? What did you see that hurt? What else could they have done?" List these responses. Some possible answers are:

HARMFUL	HELPFUL
name calling	one person talks at a time
shouting	listen to the other person
blaming	talk in a normal tone of voice
bringing up past stuff	stick to this problem
	tell what you want to happen
	tell how you feel
	be willing to compromise
	pray for help and guidance
	work on the problem when you are calm

3. Review the problem-solving steps:
   - State the problem
   - Gather information about the situation
   - List all possible solutions
   - Pray to know the best solution and pick the one you think is best
4. With a student, demonstrate the proper technique for solving a problem. Have the students point out helpful techniques they see used. One possible example is:

   Two brothers (or sisters) share a room. One is neat, the other is not. They are always fighting about the room, especially when they are supposed to clean it.
5. Hand out the "Four Problem-Solving Steps" sheet (Handout #18). Have two students demonstrate the problem-solving process. Ask the students to identify which techniques they see being used.

   A possible example is:
   Your best friend, Jelsa, wants you to go into your parents' bedroom and get the rifle out of the glass case on the wall. You said no when asked before, but this time Jelsa says that

stories will be started about you cheating on the last test (on which you got the best score in the class). You do not want stories started about you cheating, but you are afraid you'll get in trouble with your parents and lose your best friend.

6. Finally, break the students into small groups of four or five. Have two people role-play a problem and solution. The others observe and comment.

   A possible example is:
   Your club is going on a ski trip and the cost to you will be $15. You don't have that much money and you really want to go. If you don't go, you'll be the only club member missing the trip. You know your big sister has some money on the dresser in her room. You also know she is saving for college and if you ask her for the money for a ski trip, she'll say no.

PROCESSING THE EXPERIENCE

Content Questions:

1. What happened when you used helpful techniques?
2. Why is good listening important? (It is honest and respectful of the other person.)
3. How do you know when your problem is solved?
4. Do you always get your way?
5. Why is compromise important?

Personalization Questions:

1. How do you feel when you have a problem?
2. How do you feel when you have it resolved?
3. Which step do you have the most trouble with?
4. What do you do when you cannot resolve the problem on your own?

CLOSURE

On Handout #18, draw stick figures practicing each of the four problem-solving steps.

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FOUR PROBLEM-SOLVING STEPS

1. State the problem.

2. Gather information about the situation.

3. List all possible solutions and their results.

4. Pray to know the best one and then decide which solution best solves the problem for both sides.

Lesson 8

Topic

Family

Student Objectives

The students will:

72. Discuss with parents or guardians what the adults' lives were like as children
75. Compare and contrast different family lifestyles

Lesson Overview

Students share something about their families with the class. They notice similarities. Students then predict likenesses they have with parents. These are checked when the parents answer questions on a questionnaire. Students chart the results.

Basic Information

An accepting atmosphere will encourage students to share family information. This is a chance for students to see that their families are probably more alike than they are different. This can help bond the class. However, sometimes students use this opportunity to share very private family matters. You may need to confer with individual children privately later and/or refer them to the school counselor or an appropriate person, if you see a need.

Suggested Materials

- "Am I a Chip Off the Old Block?" (Handout #19)
- A large sheet of paper with the nine items from Handout #19 listed vertically

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to discover similarities and differences in the lifestyles of the students in the class and encourage students to talk with parents or guardians about their childhoods.

ACTIVITY/EXPERIENCE

1. Have the students sit in a circle and ask each student to think of one thing about their family to share with the group. For example, one student might say, "My ancestors came from China," while another might comment, "My family goes camping every summer" and another might say, "My family has two dogs" and so on. Have each student stand when sharing. Have other students stand also if the statement applies to their families. The process is repeated until everyone has had a turn to share.
2. Ask, "How are your families different? How are they the same? Was there ever a time when everyone stood? No one stood? How do you feel about having a unique family?"
3. Distribute the "Am I a Chip Off the Old Block?" sheet (Handout #19). Ask, "How many of you think you have some of the same likes and interests as your parents?" and add, "I'm going to give you an opportunity to find out."

   Give the students a few minutes to fill in their part of the questionnaire. Encourage them to interview their parents in the next few days. Tell them to bring the results back so they can make a chart of the answers.

PROCESSING THE EXPERIENCE

Content Questions:

1. Have your parents ever talked about any of these things?
2. How many of you think you know what your parents are going to say for at least one of the questions?

Personalization Questions:

1. Think of a way you would like to be like your parents.
2. Think of a way you would like to be different.

CLOSURE

When you have finished the questionnaire, put a check mark next to all the items where at least one of your parents answered the same as you did.

(On a large sheet of paper, list the nine items on the handout. After all students have returned their questionnaires, tally the results.)

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Handout #19 - Lesson 8 (Level C, Part 2)

AM I A CHIP OFF THE OLD BLOCK?

Directions: Fill in your part of the questionnaire. Take the sheet home and have your parents or guardians answer the questions the best they can remember.

	ME	MOM (or guardian)	DAD (or guardian)
Favorite kinds of stories			
Favorite food			
Who is (was) the most religious person in the family?			
How far away is (was) the school?			
How I get (got) there			
Favorite pet			
Amount of allowance			
What i do (did) on Saturdays			
What I want (wanted) to do when I grow (grew) up			

Lesson 9

Topic

Family

Student Objectives

The students will:

76. Recognize in today's society the increasing possibility of relocating a family
77. Understand that adoptive children become integral members of the family

Lesson Overview

Students draw a timeline, listing places they lived. They discuss reasons for a move and the advantages and disadvantages that are associated with relocating. Students then briefly discuss adoption and the relationships of family members. Finally, students show appreciation to a family member by writing them a "thank you" note.

Basic Information

Since you may not know everyone's background, be sensitive to any emotion that seems to be surfacing. If a student has or is about to experience a difficult move or if they or someone close to them is adopted and they have not properly worked through these feelings, they may need to talk with someone who can help guide them.

Suggested Materials

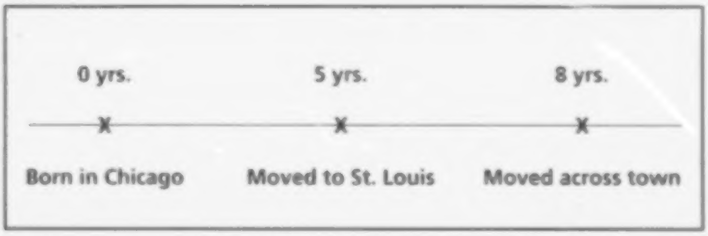
- Paper and pencil

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to explore reasons for moving. Lead the class in a discussion on adoption and the role of the adopted child in the family.

Figure 9.1



ACTIVITY/EXPERIENCE

1. Have students create a personal timeline, listing places they have lived. (See Figure 9.1)

   Ask, "How many of you have lived in the same house all your life? The same town?"

   Ask students to raise their hands if they have lived in more than one state. Tell them to put their hands down if they have lived in two different states; in three states; in four states and so on, until all hands are down.

   Ask, "Why have you moved so much?" or "Why have you not moved at all?"

   Ask, "What is neat about staying in the same place? About moving to new places?"

   Ask, "How can the church help you feel at home in your new town?"
2. Say, "Let's talk about the future." Then ask, "How many of you plan to live here when you are an adult? Where else might you live? Why do people sometimes move whole families?"
3. Tell the class that in society today, "we have many kinds of families — two-parent families, one-parent families, step-families, couples with no children and families with adopted children. Most of these families have something in common and that is that the children live with at least one of their natural parents. Adopted children are different. Here is how one couple felt as they received their child:

   'I am so tired, but happy. When we got to the agency, the social worker brought our baby right to us. A beautiful baby boy, with a round little face. I held him and at that moment he was mine. That was it. Then Ted held him. We both laughed and cried a little too' " (from *Mothers and Their*

Adopted Children, by Smith and Sherwen).

Ask, "How do you feel about adoption? Why can adopted children feel very special?"

PROCESSING THE EXPERIENCE

Content Questions:

1. List three reasons people move. (New job, to be closer to family, to be safer and so on.)
2. How can you make friends in a new place? (Be a good friend.)
3. Why do some couples want to adopt a child? (Because they want to have children and do not have any of their own.)

Personalization Questions:

1. How would you feel if you went home tonight and your parents told you that you were moving? Why?
2. Would you feel any differently about your best friend if they told you they were adopted? Why?

CLOSURE

Write a letter to someone in your family who has done something nice for you or who has made you feel special in some way. Be sure to mail it or give it to them.

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Lessons 10-12

Topic

Christian Sexuality ·

Student Objectives

The students will:

Lesson 10

284. Appreciate the human body as part of God's creation
291. Demonstrate respect for their own bodies and those of others

Lesson 11

292. Demonstrate that one has respect for life
293. Develop skills to integrate their developing sexuality into their personal and interpersonal lives

Lesson 12

294. Discuss the sacrament of Marriage as the beginning of a new family unit

Suggested Materials

Teaching materials for these lessons are to be chosen by the local school, since guidelines differ from diocese to diocese.

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Lessons 13-15

Topic

HIV/AIDS

Student Objectives

The students will:

Lesson 13

331. Understand and appreciate the importance of loving unselfishly and responsibly

Lesson 14

332. Name three ways in which children can get the AIDS virus

Lesson 15

333. Articulate the morality of drug abuse and the risks involved in any use of unsterilized needles
334. Suggest ways to deal with peer pressure

Suggested Materials

Teaching materials for these three lessons can be found in *AIDS: A Catholic Educational Approach to HIV*, published by NCEA, 1992.

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Lesson
16

Moral Decision-Making

Lesson 16

Topic
Moral Decision-Making

Student Objectives
The students will:

99. Learn the steps in moral decision-making
100. Practice using the steps in making moral decisions
101. Verbalize values that affect their choices

Lesson Overview
Students make and explain decisions on specific problems. Next, they learn the steps for making decisions. They then practice using these steps to solve problems, first with the whole class, then in small groups. Finally, they list personal things they need to make a decision about.

Basic Information
Today's children make important decisions much earlier in life than many adults did. Many of them spend more time on their own, they are surrounded by more choices and some may have more money to spend. Therefore, they need to learn to make wise and moral decisions on their own.

Suggested Materials
- Chalkboard and chalk
- "How To Make a Decision" (Handout #20), which will be used in the next two lessons
- Paper and pencil

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to learn and practice the steps for making decisions.

ACTIVITY/EXPERIENCE
1. Divide the chalkboard in half. Print "Yes" on one half and "No" on the other. Read the situations below and direct students to move to the side of the room that indicates how they feel about each situation.
   - "If I didn't have to go to school, I still would."
   - "Kids should never be spanked."

   Ask the students why they feel the way they do.
2. Distribute the "How To Make a Decision" sheet (Handout #20). Discuss the decision-making steps. Walk through the process using this problem: "You disagree with the bedtime your parents have set for you."
   - Find out what your problem really is.
   - Look for possible answers. (Have the class brainstorm good and bad consequences.)
   - Think about the good and bad consequences. (Ask, "Which choices are more Christian choices?") Pray and, if needed, ask advice.
   - Pick the best answer.
   - Take action on your decision.
   - Think about your decision.
3. Put the students into groups of two. Give them this situation: You see a friend steal something from a store. Have each pair follow the steps for moral decision-making. After a few minutes have the groups share their choices and tell why.
4. Repeat this process individually. Have each student work through a personal problem. They need to state the problem, list and evaluate consequences and pick a solution.

PROCESSING THE EXPERIENCE
Content Questions:
1. Describe the steps for making a decision.
2. Why is it important to consider consequences? (It will help to make a good choice.)
3. Where else could you add a step about praying for guidance to help make wise choices? (Any of the steps.)
4. What values help you to make your choices? (e.g., honesty, what parents or guardians taught you, what Jesus teaches you, etc.)

Personalization Questions:

1. What kinds of decisions do you make now? What kinds of decisions will you make in the future?
2. What will happen to you if you don't know how to make good moral decisions?
3. What will happen to you if all your decisions are selfish and you never consider other people?
4. Which is the hardest step for you? Why?

CLOSURE

Make a list of three things you need to make decisions about. Try using the method we learned in class to make your decisions.

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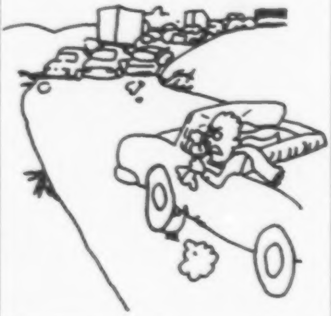
Handout #20 - Lesson 16 (Level C, Part 2)

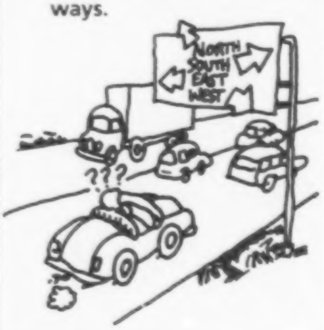
HOW TO MAKE A DECISION

1. Find out what your problem really is.
2. Look for possible answers.
3. Think about good and bad consequences.
   Pray, and, if needed, ask advice.
4. Pick the best answer.
5. Take action on your decision.
6. Think about your decision.

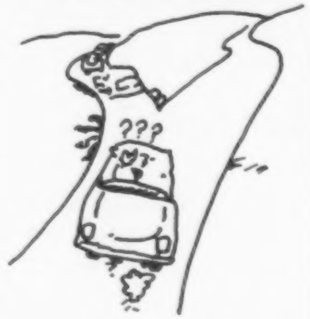
1. Find the traffic jam.



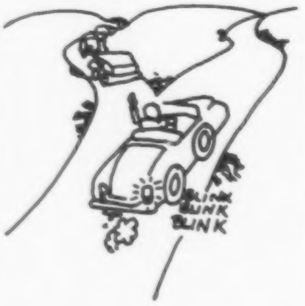
2. Explore all other possible routes. Look for Christian ways.



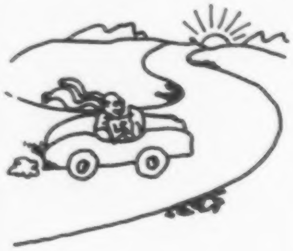
3. Look both ways before choosing. Pray, ask advice.



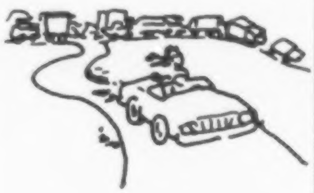
4. Signal your selection of a solution.



5. Travel along the road you chose.



6. Look back down the road you've taken.



Lesson 17

Topic

Moral Decision-Making

Student Objectives

The students will:

102. Increase awareness of the consequences of decisions, especially how they affect others
103. Consider probable positive and negative effects of their decisions
104. Explore the need to recognize and own one's choices in order to be a responsible Christian

Lesson Overview

The lesson begins by examining feelings created by the teacher's decision. Students then role-play situations where the choice made affects more than just the main character. Students list and evaluate possible outcomes to select the one that would be the most Christian. Finally, they talk to other people who have been affected by their choices.

Suggested Materials

- Chalkboard and chalk
- "How To Make a Decision" (Handout #20 from Lesson 16)

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to see the importance of considering consequences when making decisions and to take responsibility for the decisions they make.

ACTIVITY/EXPERIENCE

1. Open class by announcing that you have decided to change the schedule, skip recess, require an assignment due now, give a test early or whatever might be appropriate in your context. Allow students to react.

   Ask, "How does my decision affect you? Will you have to change your plans because of what I decided? How do you feel about my decision?"
2. Point out that decisions often affect others besides ourselves. Review decision-making, using Handout #20 from Lesson 16.
3. Read one of the following situations and ask volunteers to role-play it. After the role-play, ask players how they feel, based on the decision that was made. Stress the importance of considering the feelings of others in making a decision. Ask how many other people would be affected by the decision.
   - "You want to play with the ball during recess, but you notice that someone else already has it. What do you do?" (Requires two people.)
   - "You and a friend are standing at the door, ready to walk home from school. Another friend comes up to you and says that you'd better walk home with them because that 'other girl or boy is dumb.' What do you do?" (Requires three people.)
   - "You are sitting by someone you don't really like and there is an empty seat across the room. What do you do?" (Requires two people.)
4. After the first role-play, write the problem on the board. Next, list as many solutions as possible, starting with the solution the actors used. Then, list the positive and negative consequences for each possible solution. Finally, decide which is the most Christian solution.

   Ask the actors how many of these consequences they considered. Ask, "Why is it important to consider as many consequences as possible for each solution?"
5. Continue with the other two situations.

PROCESSING THE EXPERIENCE

Content Questions:

1. List the steps in decision-making.
2. What happens if you don't take responsibility for your decisions? (You

will not be a mature person. You will not grow up as fast. You will not have learned from it and so on.)

Personalization Questions:

1. Whom do your decisions affect?
2. Think of a time another person's decision affected you. How did you feel?
3. Have you ever said, "____ got me in trouble" or "____ made me do it"? Is that really true or was your action the result of a choice you made?

CLOSURE

In the next two days, talk to someone who has been affected by a decision you made. Ask them how it affected them and how they felt about it.

Or, write about a personal choice you made and how it helped or hurt someone. List some other ways you could have acted.

Read the situations and comment on them to help guide students.

■

Lesson 18

Topic

Moral Decision-Making

Student Objectives

The students will:

98. Explain the role of prayer/reflection in moral decision-making
105. Explain the role of conscience formation in making moral decisions

Lesson Overview

Students observe and discuss a role-play. The discussion then turns to conscience formation and purpose. Students use prayer in the decision-making steps. Finally, they create a picture reminder of the decision-making steps.

Basic Information/Vocabulary

Since today's children are required to make so many decisions, it is important for them to learn how to make moral decisions and to become aware of the scope of their decisions. They also need to realize that they may need to get help to make some decisions.

Conscience — inner voice that tells you right from wrong; it is helped to know right from wrong by people around us

Suggested Materials

- Games for role-play
- Chalkboard and chalk
- Paper and pencil
- "How To Make a Decision" (Handout #20 from Lesson 16)

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to define conscience, to explain how it is formed and to discuss its importance for making Christian decisions.

ACTIVITY/EXPERIENCE

1. Role-play a situation with a volunteer. A child is sitting and playing a game. Other games are scattered around. You (playing the part of another child) come in, look around at the other games, then walk over to take the game from the child who is playing with it.
2. Ask, "What did you see happen? Did my choice affect someone else? Was my choice a Christian choice? What would have been a more Christian choice?"
3. Ask, "How do you know if a choice is a good one? Christian or not Christian?"
4. If conscience has not been brought up, ask, "Have you ever heard of a conscience? What is it? Do you have one? How did you get it?" Explain that conscience is formed when you learn right and wrong from parents, grandparents, teachers, etc. Ask, "Can people without a conscience make Christian decisions? What kind do they make?"
5. As a class, discuss this situation:
   "A new family has just moved in next door to you. They have a girl who is about your age. Since she doesn't know anyone, she asks you to come over and play on Saturday. You agree. The next day, a friend of yours calls to invite you to a birthday party on Saturday. You say, 'yes,' even though you remember the previous plans that you made with your new neighbor."
6. Ask, "Was this a Christian decision? Why or why not?" (If some students are having trouble seeing solutions and consequences, write them on the board as the students brainstorm ideas.)
7. Ask, "Can praying help us make appropriate choices? Why? When should we pray during decision-making? What kinds of decisions should we pray about?"
8. Review the steps of making a decision, using Handout #20 from Lesson 16.

Lesson
18

Moral Decision-Making

(continued)

PROCESSING THE EXPERIENCE

Content Questions:

1. How do you learn right from wrong?
2. What happens if you don't use this knowledge while making decisions?
3. What is the importance of decision-making step 6 ("Think about your decision")? What if you change your mind and decide on a different outcome?

Personalization Questions:

1. Name three people who have helped you develop your conscience.
2. When would it be helpful for you to pray for help to make the right decisions?
3. What do you do if you cannot make a decision?

CLOSURE

Draw a picture reminder of the decision-making steps. Make sure to include a prayer.

Example:
1. ?
2. 1—, 2—, 3—, 4—,
3. + or -; P
4. #1
5. Do it.
6. + or -

—■—

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Lesson 19

Topic

Self-Safety

Student Objectives

The students will:

136. Learn that each person's body is a temple of the Holy Spirit
137. Discuss that they have parts of their bodies that are considered private and to respect these in self and others
138. Learn that all children are persons of worth and their bodies belong to them
142. Realize that they are loved persons who are deserving of respect

Lesson Overview

The lesson begins with a discussion of body privacy. Students then listen to and discuss a story about privacy. Next, students listen to and discuss options for a different situation. Finally, they write about a personal situation when they felt uncomfortable.

Basic Information

The statistics for childhood sexual assault are staggering. Nationally, one out of every four girls and one out of every 11 boys are sexually assaulted. In 85 percent of reported cases of sexual abuse, the children were abused by someone they knew. Education is an important tool for decreasing these statistics. If children do not have knowledge of sexual abuse, they will not know what to do if someone tries to abuse them.

In addition, lacking such information, victimized children may be too embarrassed or afraid to report the abuse.

It is unfortunately clear that students need to be prepared to deal with physical and/or sexual abuse at the hands of a family member or friend. In many states, any abuse reported to a child's teacher must be reported to the proper state agency. Be certain to check with the building administrator so that you are clear on how to deal with reports.

Assess your own comfort level and biases which could affect the presentation. Not all teachers will feel enough at ease to talk with their students about sexual abuse. In such cases, a qualified resource person should be called in. (The presentation is more effective, however, when done by the classroom teacher since children are more likely to open up to a familiar person.)

Children who are empowered to make and act on choices in their lives and who have well-developed self-esteem generally are very capable of dealing with any crisis. That victims of child abuse have difficulty identifying themselves as victims, or are prevented from making appropriate choices, are the insidious factors of these issues.

NOTE

As the lessons are being taught, be sensitive to any student who seems to be more emotional than the situation calls for. Make sure that either you or the school counselor talks to the child privately. If you suspect abuse, know where to refer the case.

Suggested Materials

- Paper and pencil for "Closure" activity
- "Talking Helps" (Attachment E)

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to define body privacy and discuss procedures if their privacy is being, or has been, invaded.

ACTIVITY/EXPERIENCE

1. Introduce today's lesson by asking, "What do you think body privacy is?" Have students share responses. Say, "Today we are going to hear a story about our right to body privacy."
2. Read the story, "Talking Helps."
3. Discuss the questions given at the end of the story. Ask, "What are some important things you learned from this story?"
4. Tell students, "God made the body a temple of the Holy Spirit. Each person, young or old, is a person of

worth. Each has a responsibility to take care of and protect his or her body. There are times when someone needs to see or touch the private parts of our bodies, e.g., when mom or dad is helping a child get clean or if a doctor needs to examine your body."

Ask students what they would do if they were in this situation: "Your Uncle Bob likes to wrestle around with you. Lately you've been feeling uncomfortable with the wrestling and would like him to stop."

Discuss the answers.

PROCESSING THE EXPERIENCE

Content Questions:

1. Why is the body a beautiful thing and something we should care for? (Because God made it a temple of the Holy Spirit.)
2. Do children have a right to body privacy? Why? (Yes, because each person's body is a temple of the Holy Spirit.)
3. What can you do if your body privacy in invaded? (Tell someone.)
4. How can we show respect for the private parts of our and others' bodies? (Take care of our own. Keep our private parts covered with clothing. Do not let others invade our privacy. Do not invade the privacy of others, etc.)

Personalization Questions:

1. How do you feel when someone invades your privacy?
2. How can you protect yourself?
3. Name several people you could tell if your body privacy was being invaded.
4. What would you do if they didn't listen?
5. How do you know you are loved and deserving of respect?

CLOSURE

Think of a time you felt uncomfortable around someone. Write what you did or could have said or done to let them know how you felt.

■

TALKING HELPS

Scene I: At Kelly's house one day after school

Kelly came home drenched from the rain. Terrie, the baby-sitter, was there waiting for him. She came over every day to keep an eye on him until his mom got home from work.

"Hi, Kelly," she said. "Take off your raincoat. You're dripping all over the place."

Kelly took his homework papers out of the pocket of his slicker and looked at the watery purple ink. The wad of wet papers was definitely too faded to read. No homework today, he thought. He threw the wet papers into the waste basket. He took off his slicker and hung it up on a hook by the door.

"You're soaked," Terrie said. "How about a bath to warm you up?"

Kelly was surprised. Usually they had a snack. "A bath," he protested. "How come? I'm wet enough."

Terrie went into the bathroom and started running the water. She began to pull off Kelly's sweater. Just then the phone rang. Terrie went to answer it.

"I can take my own clothes off," Kelly said to himself. He closed the door, got undressed and slid down into the warm water. It felt good. He knew Terrie was talking to her boyfriend, Robert. They talked for a long time every day.

Terrie, while still on the phone with Robert, called out, "Kelly! Pull out the plug before the water gets cold." Kelly pulled the plug and climbed out of the tub. He grabbed a towel and began drying himself.

Terrie hung up the phone and walked right into the bathroom. She started to help him dry off. "Don't, Terrie. I'll do it myself. Go wait for me in the kitchen," Kelly said.

Terrie looked at him for a minute and laughed. "Kelly, I bet you're embarrassed, aren't you? Just because you're naked. That's silly. I've got two brothers, you know. They run around the house half-undressed all the time. It's no big deal."

"It's a big deal to me, Terrie. I don't like it," replied Kelly.

Scene II: At Kelly's house later that day

When Kelly's mother got home that day, he announced to her, "I don't want Terrie to baby-sit me anymore."

"Why not?" asked his mother. "I thought you liked her."

Kelly was confused. He didn't know what to say. Kelly did like Terrie, except for one thing. She always kept an eye on him, even when he didn't want her to. She never knocked on the door to the bathroom. She didn't let him get dressed by himself.

His mother put her arm around him and hugged him. "Talk to me, Kelly. If something's bothering you, I want to know what it is. Maybe I can help."

"Well," he started out, "I don't like Terrie to undress me. I don't like her to dry me off, either. I don't want her to walk in all the time when I'm in the bathtub."

"I can understand that," answered his mother. "Have you ever told her how you feel."

"It doesn't do any good," he said. "She won't listen to me. She says I'm just being silly. Can't you get another baby-sitter?"

TALKING HELPS (continued)

"Sure I can, Kelly," said his mother. "If we can't get Terrie to listen to you and respect your feelings, I will look for someone else. But first, I'd like to talk to her and explain."

"What will you say?" asked Kelly.

"I'll say something like, 'Kelly and I want you to baby-sit. But, only if you pay attention to his feelings. That means listening and respecting his privacy about his body.' How does that sound?"

"Pretty dumb. She won't listen," replied Kelly.

"We don't know that, Kelly, until we try. I'll talk to her tonight."

Scene III: The next day at Kelly's house

The next day when Kelly came home from school, Terrie was there, as usual, doing her homework in the kitchen. "Got any homework today?" she asked.

"Yeah. Spelling," replied Kelly.

"Let's make some popcorn first. Then I'll quiz you, okay?" asked Terrie.

"Sure," said Kelly.

Terrie poured oil into the black frying pan. Kelly piled in the corn. He put on the lid. She turned on the flame.

"Guess what?" said Terrie.

"What?" answered Kelly.

"Your mom and I had a talk. I guess I didn't understand how you felt about some things."

The first kernels started to pop. Kelly slid the heavy pan back and forth over the flame. He felt funny talking about it.

"From now on, I'll be more careful. I won't embarrass you anymore, okay?"

"Okay," said Kelly. All the corn was popping at once. "It's your turn, Terrie. My hand's getting tired."

"Sure," said Terrie. "It sure smells good."

Questions for "Talking Helps"

1. Can you understand why Kelly felt uncomfortable? (He was embarrassed to have his baby-sitter see him without his clothes on.)
2. Do you think Terrie was trying to embarrass Kelly? (No, she didn't realize how he felt.)
3. Did Kelly do the right thing in talking to his mom? (Yes, it's important to talk about your feelings.)
4. What if Kelly's mother hadn't listened to him? (Then he should tell another adult and keep on telling until someone listens.)
5. Did you like the ending to the story? Why or why not?

Lesson 20

Topic

Self-Safety

Student Objectives

The students will:

141. Discuss who to go to for help if they are abused
144. Verify that most correction and punishment is not abuse
145. Explain the importance of reporting abuse until they are believed (for self and others)
146. Define physical abuse and how they can deal with it

Lesson Overview

The lesson begins with a definition of and options for dealing with physical abuse. The students then hear scenarios of possible abuse cases. Based on the information given, they advise the possible victim on a plan of action. Finally, they work in groups to create a situation and develop a plan to deal with it.

Vocabulary

Physical abuse — causing bodily harm to another person

Suggested Materials

- "Dear Chris Letters" (Handout #21)
- Paper and pencil

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to analyze problems and to develop a plan of action when dealing with physical abuse.

ACTIVITY/EXPERIENCE

1. Ask, "What is physical abuse? What can you do if someone is abusing you?" Have students share answers.
2. Ask, "How many of you know who 'Dear Abby' is?" Explain.

   Say, "Today, you are going to be an advice columnist also. You will be 'Dear Chris.' As 'Dear Chris,' you will give advice to the following people: 'Getting Fed Up in Fresno,' 'Confused in Cleveland,' 'Please Help in Hartford' and 'Abused in Alabama'."

   Continue, "We will discuss the first one together. For the next three letters, you will write your advice, then we will compare answers."
3. Hand out the "Dear Chris Letters." Read, discuss and advise "Fed Up."
4. Give the students time to write advice for the other three letters.
5. Discuss the advice given. Correct any misinformation. Ask, "How did you know what to say? Was it easy to distinguish abuse from punishment?"

PROCESSING THE EXPERIENCE

Content Questions:

1. How do you know if someone is abusing you? (If you have bodily harm.)
2. What is the difference between punishment and abuse? (Punishment is less severe and is only a reminder not to do something again; abuse causes bodily harm.)

Personalization Questions:

1. Who has the right to abuse you? (No one.)
2. Name people you can go to if you are abused. (Parent, teacher, principal, priest, counselor, etc.)
3. What do you do if they don't believe you? (Tell another person.)
4. What do you do if a friend tells you about abuse in their home, but makes you promise not to tell? (Do not make that promise. Tell someone who might be able to help.)
5. Can you protect yourself against abuse? How?

CLOSURE

In groups of three, role-play a situation of reporting abuse when a baby-sitter is truly physically abusing the child. Who will you tell? What will you say? What if they don't believe you?

■

DEAR CHRIS LETTERS

Directions: Using the information you know about physical abuse, write what advice you would give to these people.

Dear Chris:
I am 10 years old. I have a neighbor who is 16. Every time he sees me, he teases me, pulls my hair and hits me hard on the back. I have seen him do it to other kids, too. I don't want to be a tattle-tale, but I don't like getting beat up either. What should I do?

Getting Fed Up in Fresno

Dear Chris:
My dad got remarried last year to a woman named Sally. Sally is okay most of the time, but she can be really strict. Last month, she grounded me for a week when I cheated on a test in school. Yesterday, she spanked me and sent me to my room after she saw me run out in the street right in front of a car. I was lucky the car stopped in time. I want to know if step-parents have a right to discipline their kids and if spanking is considered abuse.

Confused in Cleveland

Dear Chris:
My baby-sitter is the daughter of my parents' friends. Sometimes, she gets really mean and slaps and hits me and my brother. I've told my mom, but she doesn't want to upset her friends. This isn't getting any better. If Mom won't listen, who will?

Please Help in Hartford

Dear Chris:
About once a month, my dad comes home really drunk. Sometimes, he hits me and my brother for no reason. Mom sees him, but doesn't do anything. I think she is afraid, too. She says not to tell anybody, since Dad is fine when he is sober. I think 12 times a year is a lot. What do I do?

Abused in Alabama

Lesson 21

Topic
Self-Safety

Student Objectives
The students will:
147. Explain strategies to protect oneself

Lesson Overview
Students role-play various abuse situations and discuss what the victim should do in each case. Students then design a poster that lists some safety rules they should follow.

Basic Information
Children can learn to use prevention skills without fear and without explicit information that may not be in their best long-term interest. Since application is an important step, it would be helpful to acknowledge any successes or discuss other scenarios as they come up throughout the year.

Suggested Materials
- Drawing paper and markers or crayons

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to identify abuse situations and to develop a plan of action to deal with them.

ACTIVITY/EXPERIENCE
1. Have students role-play the following situations. Have them use what they have learned in the last two lessons to discuss various ways to protect themselves.
   - "Johnny is waiting outside of school for his mom to come pick him up. It is a rainy, cold day. Just as he is about to go in and call his mom again, a man pulls up, rolls his window down and says, 'Hi, your mom sent me to pick you up and take you home.' What would you do?"
   - "Katie is practicing her swimming at the pool. The lifeguard asks if he can help hold her up while she practices her kicking. At first, it goes okay, then she notices he is putting his hands closer to her private parts. She is getting very uncomfortable. What should she do?"
   - "Sam likes going to the big department store with his mom. He is fascinated by all the video equipment and toys and tools. This time, he wanders off to get a closer look at something and he loses his mom. He is looking for a store clerk with a name tag when a man comes up, takes his arm and asks, 'Son, are you lost?' Sam has never seen this man and he doesn't have a store I.D. What should he do?"
   - "Mandy always gets home about 15 minutes before her mom. She usually just unlocks the door, gets a snack and watches TV until her mom gets home. Today, just as she is turning on the TV, the doorbell rings. What should she do?"
   - "Matthew has just washed his face and brushed his teeth and is crawling into bed. His baby-sitter asks if she can tuck him in. Matt thinks that is a little strange for someone his age, but he says, 'Okay.' Now, the baby-sitter is putting her hands on him where he doesn't like it. He says, 'No,' but, she reminds him that his folks said, 'Matt, mind the sitter' as they were going out the door. Now, what does he do?"
   - "Troy loves to answer the phone. He loves talking to his friends and aunts and uncles. This time when he answers, a strange voice asks for Joyce. When Troy says, 'You must have the wrong number,' the man asks what his name is. Troy doesn't know what to say. What would you say?"

PROCESSING THE EXPERIENCE

Content Questions:

1. What have you learned about self-safety?
2. Is it ever your fault if someone abuses you? (No.)
3. Does abuse usually stop without intervention? (No, usually someone has to help solve the situation.)

Personalization Questions:

1. Who can you go to for help if you are abused? (Parent, teacher, principal, priest, counselor, etc.)
2. What if they don't believe you? (Tell someone else.)

CLOSURE

In groups of two, make a poster of rules that children should follow to help keep themselves safe.

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Lesson 22

Topic

Self-Direction and Responsibility

Student Objectives

The students will:

158. Accept responsibility for doing their own work in order to learn
162. Set self-improvement goals and develop and follow a plan to accomplish them

Lesson Overview

The lesson begins with a discussion of things the students have tried that they thought would be hard to do. Students then choose a goal to be accomplished in seven days. Next, they write a step-by-step plan to accomplish this goal. Finally, they break this plan into daily segments.

Basic Information

Planning ahead and setting goals can increase students' control over their own lives. By learning and using guidelines for setting goals, they will become more aware of events they can control and those they cannot.

Suggested Materials

- A book from each child's desk
- A football field bulletin board (the theme could be basketball or another sport)
- A card in the shape of a football (or other ball, depending on the sport you choose), one per student
- Notebook paper
- A poster of guidelines for setting goals (Attachment F)

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to recognize the value of trying one's best at whatever one does. Assist students to choose and evaluate a short-term goal and to create a plan for success.

ACTIVITY/EXPERIENCE

1. Introduce the activity by asking a few students to share examples of a time they tried to do something they thought might be hard or they didn't think they could do at all. Discuss what happened when they tried, how they felt about trying, etc.
2. Invite students to participate in some short experiments:
   - Stand on only your left foot, keeping your right one in the air for 30 seconds.
   - Stand on only your right foot, with your left in the air for 30 seconds.
   - Walk around the room for 30 seconds, balancing a book on your head.

   (Adjust these activities to fit your students.)
3. Discuss:
   - Before trying the experiments, how many of you thought that you could do them?
   - If you weren't able to do them, do you wish that you hadn't tried?
   - What do you think is good about trying to do things like this?
   - What is something that you've tried to do, but haven't been able to? (Have students share experiences.)
   - If you can't do things that you try, what does it mean?
   - Do you think that it is better to try and maybe fail or not to try at all?
   - Can you share an experience that has happened to you when you haven't tried to do something and later wished you had?
4. Explain, "When you want to accomplish something, you have actually set a goal for yourself. In order to reach that goal, you need to make a plan and try as hard as you can to follow it." Compare this to a football game (or other sport, if you have chosen a different theme) — "the goal is to get the football into the end zone for a touchdown. The players have a definite plan, with specific steps. They try as hard as they can and they don't give up after one try."

5. Display the bulletin board that looks like a football field (or whatever you chose). Each student needs a card that is shaped like a football (or appropriate ball).
6. Explain that each student will choose a goal they can accomplish in seven days. Have each student write the goal on the football-shaped card (or other appropriately-shaped card) and put it on the bulletin board. Have each student write — on another sheet of paper — a step-by-step plan to achieve this goal.
7. Discuss the guidelines for setting goals. (These also can be posted next to the football — or other sport — bulletin board.) Encourage students to follow these when writing their plan.
8. Explain that in one week, you will randomly pick five footballs (or other appropriate balls). Have the five students whose goals you picked share with the class the progress of their projects, including problems, successes, etc. If roadblocks have occurred, other students can brainstorm possible solutions.

PROCESSING THE EXPERIENCE

Content Questions:

1. Why is it important to set goals? (To give a sense of direction, to help us do what is important first, etc.)
2. In what areas of our lives should we set goals? (School, home, relationships, spirituality, hobbies and so on.)
3. What will happen if you are not serious about achieving your goals? (You probably will not achieve them.)
4. Does a person always achieve all their goals? Why or why not? (No, sometimes other things prevent us from achieving them, e.g., an accident or injury may prevent someone from being a good football player.)

Personalization Questions:

1. Think of something you have done that you're proud of. What did you have to do to accomplish it?
2. Can you always accomplish what you want? Why or why not?
3. What kinds of spiritual goals could you set?

CLOSURE

In order to help yourself accept responsibility for your own work, identify which steps to achieve your goal will be completed by certain days. You can write notes to yourself to remind you of what you need to accomplish that day.

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GUIDELINES FOR SETTING GOALS

1. You know what the goal is.
2. You believe you can do it.
3. You have the ability to do it.
4. If other people are part of your goal, you can talk to them about it.
5. You can measure your goal.
6. You WANT to reach it.
7. You will work on only one goal at a time.
8. You are sure your goal will not hurt anyone.

Lesson
23

Self-Direction and Responsibility

Lesson 23

Topic

Self-Direction and Responsibility

Student Objectives

The students will:

161. Discuss the role of motivation in achieving goals
163. Accept responsibility for their part of a group project (accountability)

Lesson Overview

Several students share results of their goals from last week. Next, they complete a checklist showing their strengths and weaknesses. A strength is shared by each student. Then, they develop a plan to create a strength from a weakness. Finally, they describe their lives as adults, if they still have exactly the same traits they list on the "Unique-O-Graph."

Suggested Materials

- Goal cards (footballs or whatever was used) from previous lesson
- The poster of guidelines for setting goals from previous lesson
- "Unique-O-Graph" (Handout #22)
- Notebook paper

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to identify their strengths and weaknesses and to recognize the effect these have on their lives at present and in the future.

ACTIVITY/EXPERIENCE

1. Remind students of last week's activity when everyone wrote a goal to be accomplished in one week. Ask five students to share their results.

   Randomly pick five goal cards (footballs or whatever were used). If problems occurred, ask other students' advice. If a guideline seems to have been broken, acknowledge that.
2. Discuss:
   - Compare the results of these five goals. What worked? What didn't work?
   - Will you always achieve your goal? Why or why not? Can anyone else achieve them for you?
   - How do you feel after you achieve a goal?
3. Remind the students that we all have some strong qualities, but we also have things we need to work on. Say, "As Christians, we need to be the best person we can possibly be. In order to do that, we need to identify our strengths and weaknesses."
4. Have the students complete the "Unique-O-Graph" (Handout #22) and the paragraph at the bottom of the page, describing their strong and weak points.
5. Tell the class, "We need to be proud of the things we do well." Ask each student to share a strength they have.
6. Have each student pick a weakness they identified. Ask, "Are you motivated to improve it? What might help motivate you? Why is it easier to work on something when you are motivated?" Ask students to develop a plan to improve the weakness they identified. Have them include a timeline. Ask, "How will you know when you have achieved it?"

PROCESSING THE EXPERIENCE

Content Questions:

1. Is there a difference between individual goals and group goals? Explain your response.
2. What consequences might there be if you do not do your part to achieve an individual goal? A group goal?

Personalization Questions:

1. What are some of your strengths? Your weaknesses?
2. How much do these weaknesses affect your life?
3. How much could these weaknesses affect your adult life?
4. How do your strengths help with responsibility for group projects?
5. How do your weaknesses hinder group projects?

CLOSURE

Imagine that you have these same strengths and weaknesses. Write a paragraph describing your life as an adult.

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Handout #22 - Lesson 23 (Level C, Part 2)

UNIQUE-O-GRAPH

Rate yourself on the "Unique-O-Graph." (BE HONEST!)

	NEVER	SOMETIMES	MOST OF THE TIME	ALWAYS
I remember to say please, thank you, etc.				
I finish what I start.				
I am interested in people.				
I am willing to do what I say I will do.				
I am a loyal friend.				
I feel good about my school work.				
I always want to do a little bit better.				
I try to look my best.				
I am a dependable person.				
I make good decisions.				
I am not easily discouraged.				
I am a good family member.				
I can organize my time.				
I share in completing daily chores.				
I share with others.				
I remember to pray.				
I am easy to get along with.				
Friends like to be with me.				
I am a good sport.				
I talk to others easily.				
I listen to others.				
I follow directions.				
I am able to take criticism.				

Check your "Unique-O-Graph" ratings and write a paragraph describing your strong and weak points.

Lesson
24

Substance Abuse Awareness

Lesson 24

Topic
Substance Abuse Awareness

Student Objectives
The students will:

187. Define and compare the difference between needs and wants
188. Explore the difficulties experienced in breaking habits

Lesson Overview
Students work in small groups to compile lists of needs and wants. After sharing the lists, they discuss what needs are and how we determine a need. Next, students discuss habits and when habits can become addictions. They also talk about and experience the difficulty in changing them. Finally, they develop a plan to change a habit they have or acquire a new one.

Vocabulary
Addiction — very strong and unhealthy need for something

Suggested Materials
- Paper and pencil
- Chalkboard and chalk

Teaching/Learning Activities

TEACHER'S ROLE
Assist students in distinguishing a need from a want and in discussing habits and the difficulty involved in changing them.

ACTIVITY/EXPERIENCE
1. Place the students in small groups. Tell them to make a list of things they need and a list of things they want. Tell them that if a "need" is challenged, they will have to try to justify it.
2. After a few minutes, stop the small-group work. Ask them how they define a "need." Have the students share answers.

   (The dictionary defines "need" as a lack of something required, a necessity.)
3. Have each group share their answers, while you write them on the board.

   Ask, "What do you have more of — wants or needs? Did you have any disagreements within the group? If yes, why? Do you disagree with anything on the board?" (If so, the person who listed it must try to justify it.)

   Ask, "Do people have different ideas about needs and wants? Why?"
4. Ask, "Can you think of some things that start out as wants, but turn into needs." (Try to prod them into answering "tobacco and alcohol.")

   Ask, "Why can tobacco and alcohol turn into a need?" (The body becomes addicted to the drugs in them. It doesn't think it can survive without them.)

   Ask, "What is this called?" (Addiction.)
5. Have the students think of some habits they have and share responses. Ask, "Have you ever tried to break a habit? What happened?" Have the class share stories.

   (If the students haven't returned to their seats from the small groups, they need to now.)

   Say, "For the rest of the class, we are going to try to break a habit that many of you have. I want you to keep your hands and arms off the top of your desk. At the end of the class, we will talk about how successful you were." (Throughout the rest of the class, gently call attention to anyone you see breaking the habit.)
6. Ask, "Is breaking a habit like nail biting or twisting your hair the same as trying to quit smoking or drinking? Why or why not?" (A person may be physically addicted to the drug.)

   Ask, "How can you be supportive of someone trying to break a habit of smoking or drinking and give them encouragement to quit?" (Some suggestions are: leave little notes; do something with them they enjoy; give them gum to chew, instead of smoking or drinking; pray for them; encourage them to join a support group or see their doctor; etc.) Ask, "Will this be an easy time for them or for you?"

7. Say, "Let's talk about how successful you were with breaking your habit of putting your hands and arms on the desk. How did you do? Was it easy? What did you have to tell yourself when you 'got the urge'? How would you feel if we extended the exercise for the whole day? The whole week?"

PROCESSING THE EXPERIENCE

Content Questions:

1. What is a need? (Something we must have to live.) What is a want? (Something we would like to have.)
2. Why are some habits harder to break than others? (We have practiced some longer than others, etc.)
3. What is the most difficult kind of habit to break? (One to which we are addicted.)

Personalization Questions:

1. Do you have a need that is not being met? What can you do to meet this need? Who can help?
2. How can you be supportive of someone who is trying to change a habit?

CLOSURE

Pick a habit you have that you want to change (e.g., nail biting, chewing gum, etc.) or pick something that you want to become a habit (e.g., brushing your teeth twice a day, making your bed, etc.). What do you have to do? Design a plan and set out to achieve it.

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Lesson
25

Substance
Abuse
Awareness

Lesson 25

Topic

Substance Abuse Awareness

Student Objectives

The students will:

184. Identify the effects of using the drug alcohol
185. Identify the effects of driving after drinking alcohol
189. Describe the proper uses of prescription and nonprescription drugs

Lesson Overview

The lesson begins with a discussion of prescription and nonprescription drugs. The students then work in groups, examining the labels of medicine containers for directions on use. They brainstorm rules to follow when taking medicine. Next, they discuss different kinds of alcohol and the effects they have on the person. Finally, they design posters on drinking and driving awareness.

Basic Information

Nationally, it is illegal for anyone under 21 to have or use alcohol. The majority of adults drink at least occasionally and most do so without incident. However, an estimated 10 million people have serious drinking problems. Excessive use of alcohol contributes to heart disease, cancer, liver disorders and to a shorter life expectancy (10 to 15 years). In addition, half of all car crashes and 60 percent of all fatal crashes involve a driver who has been drinking.

Suggested Materials

- "Prescription and Nonprescription Medicines" (Attachment G)
- Prescription and nonprescription medicine container per group
- "Medicine Bottle Scavenger Hunt" (Handout #23), one sheet per group
- Poster board or chart paper
- "Alcohol Fact Sheet" (Handout #24)
- Beer can, shot glass and five-ounce wine glass (or wine cooler)
- Drawing paper and colors

RESOURCES

Alcoholics Anonymous. PO Box 459, Grand Central Station, New York, NY 10163. 212-870-3400.

Al-Anon/Alateen Family Group Headquarters. PO Box 862, Midtown Station, New York, NY 10018-0862. 212-302-7240 (General). 800-344-2666 (From anywhere in the US). 800-245-4656 (From NY only). 800-443-4525 (From Canada only).

BABES (Beginning Alcohol and Addictions Basic Education Studies). 17330 Northland Park Court, Southfield, MI 48075. 313-443-1676.

Children of Alcoholics Foundation, Inc. PO Box 4185, Grand Central Station, New York, NY 10022. 212-754-0656 (General). 800-359-COAF.

Action on Smoking and Health (ASH). 2013 H St., NW, Washington, DC 20006. 202-659-4310.

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to understand the need for caution when using medicine. Assist students to gain knowledge of the effects of alcohol, especially on someone who is driving.

ACTIVITY/EXPERIENCE

1. Ask the students to explain the difference between prescription and nonprescription medicines.

   (Prescription drugs can only be purchased from a drug store, if you have a doctor's prescription. Nonprescription drugs can be purchased by anyone at places like grocery and drug stores.)

   Explain that prescription medicines are usually prescribed for more serious illnesses and, therefore, can be more dangerous.

   NOTE: Attachment G is provided for teacher reference.

2. Divide the students into groups of four. Give each group an empty prescription or nonprescription container and a copy of "Medicine Bottle Scavenger Hunt" (Handout #23). Ask them to find the answers if that information is given.
3. Reconvene the large group and discuss answers.
4. Ask students to brainstorm some rules for taking medicines. Record and display these rules. Some possible rules are:
   - Take only your own prescription medicines.
   - Follow directions for usage — kind, amount, time, etc.
   - Destroy the medicine when it gets too old.
   - Take medicine only when it is given by a parent, doctor or nurse.
5. Display an empty beer can, shot glass and five-ounce wine glass (or wine cooler). Ask the students which would have the most alcohol if they were filled with their appropriate liquor. (All the same; some are more diluted.)
6. Distribute and discuss the "Alcohol Fact Sheet" (Handout #24).

   Ask students to share other facts they know about alcohol. .

   Note that the legal drinking age nationally is 21 and that anyone younger who drinks is breaking the law.
7. Tell the students that excessive use of alcohol contributes to heart disease, cancer, liver disorders and to a shorter life expectancy (by 10 to 15 years). Note that there are about 50,000 car accident deaths each year and alcohol is involved in over half. Add that drunk driver accidents are one of the major causes of death among teenagers. Caution the students that it is dangerous to ride with anyone who has been drinking.
8. Discuss what you can do if a person who has been drinking wants to drive you home.

PROCESSING THE EXPERIENCE

Content Questions:

1. What are prescription drugs? (Those a doctor prescribes.) Nonprescription drugs? (Those we buy over-the-counter at a drug store.)
2. Review rules for safe use of drugs.
3. Tell me some facts you know about alcohol.
4. Why does alcohol affect the bodies of growing adolescents more than it affects adults? (Because the young body is more likely to over react. The body is not yet finished growing and growth can be damaged, etc.)

Personalization Questions:

1. From whom should you take drugs?
2. What could you do if you saw someone who was drunk getting behind the wheel of a car?

CLOSURE

Design a poster warning people about drinking and driving.

■

PRESCRIPTION AND NONPRESCRIPTION MEDICINES

SUBSTANCE	PRESCRIPTION/ NONPRESCRIPTION	USES	DANGERS
Aspirin	Nonprescription	Pain killer Fever reducer	√ Care with other drugs √ Stomach irritation √ Some people allergic to aspirin √ Overdoses possible (especially in children) √ Cover up more serious symptoms
Bufferin	Nonprescription	Pain killer Fever reducer	√ Less stomach upset √ Aspirin allergies √ Possible overdose √ Cover up more serious symptoms
Excedrin	Nonprescription	Pain killer Fever reducer	√ Aspirin allergies √ Possible overdose √ Possible kidney and liver problems (long-term) √ Cover up more serious symptoms
Anacin	Nonprescription	Pain killer Fever reducer	√ Stomach upset √ Aspirin allergies √ Possible overdose √ Possible kidney and liver problems (long-term) √ Cover up more serious symptoms
Ex-Lax	Nonprescription	Laxative	√ Irritation to gastro-intestinal tract √ Possible dependence with long-term use √ Should not be used when any abdominal problems exist √ Develop the "laxative habit"
Milk of Magnesia	Nonprescription	Laxative	√ Possible dependence with long-term use √ Should not be used when any abdominal problems are present √ Develop the "laxative habit"
Pepto Bismol	Nonprescription	Diarrhea Stomach upset	√ Cover up more serious problems — e.g., ulcers or colitis
Vitamin Tablets	Nonprescription	Supplement of vitamin shortage	√ Possible vitamin A & D overdose (very rare) √ Use of vitamins in treating of more serious problems √ "Fad" cures

Attachment G (page 2) - Lesson 25 (Level C, Part 2)

PRESCRIPTION AND NONPRESCRIPTION MEDICINES

SUBSTANCE	PRESCRIPTION/ NONPRESCRIPTION	USES	DANGERS
Insulin	Nonprescription (however, must be regulated to give proper amount)	To control diabetic conditions	√ Must be properly regulated √ Must sterilize equipment
Penicillin	Prescription	Kills bacteria-caused infections	√ Penicillin allergies √ Over-use (can cause penicillin-resistant organisms) √ Must use proper type against organism √ Self medication (use of someone else's can cause symptoms listed above)
Nosedrops	Most nonprescription. Few are prescription (most powerful)	Decongestant	√ Over-use (if used too long, drug can cause congestion)
Cough medicines with codeine *(give example)* *Cheracol* *Elixirterpin* *Hydrate Codein* *Cosanyl, nonashistine* *Expt*	Nonprescription (those listed) Many available on prescription (more powerful)	Cough suppressant Most have ingredients to dry up sinus congestion, etc.	√ Drowsiness √ Constipation √ Codeine allergies √ Possible addiction or high (with large doses) √ Tolerance build-up
Cough medicine w/o codeine *(give example)* *Nyquil, Vicks 44, Romilar, etc*	Nonprescription (those listed) Many available on prescription (more powerful)	Cough suppressant Most have other (above) ingredients	√ Drowsiness √ High sugar content (diabetic) √ Cover up more serious symptoms
Cold capsules (like Contac, Dristan)	Nonprescription	Relief of cold & hay fever symptoms; Stops stuffy nose, head congestion; Some also suppress cough, reduce fever; Kills pain, etc.	√ Drowsiness √ Aspirin allergies (aspirin-containing products) √ Over-use — possibly more serious symptoms

Attachment G (page 3) - Lesson 25 (Level C, Part 2)

PRESCRIPTION AND NONPRESCRIPTION MEDICINES

SUBSTANCE	PRESCRIPTION/ NONPRESCRIPTION	USES	DANGERS
Decongestants	Most are nonprescription	"Unplug" stuffy head or chest	√ Some drowsiness
Throat Lozenges (Sucrets)	Nonprescription	Soothe irritated throat	√ Soothe, does not cure anything √ Mask more serious problems
Cough drops (prescription & nonprescription)	Nonprescription (Few, if any, are prescription)	Soothe irritated throat; Stop "tickle;" Few have any "anti-cough" properties	√ Most contain high amounts of sugar (diabetic)
Nytol (sleeping tablets)	Nonprescription	Slight relaxant and calming to allow rest	√ Some stomach upset √ Drowsiness
Sleeping pills	Most are prescription	Relaxant Hypnotic effect (puts people to sleep)	√ Over-use √ Overdose can be fatal √ Can cause confusion √ Care with other drugs √ Some habit forming √ Some addicting
Tranquilizers	Most are prescription	Relaxant Controls "nervousness" Sedation	√ Over-use √ Depressants √ Drowsiness √ Overdoses can be fatal √ Care with other drugs √ Habit forming
Diet Pills	Most are prescription	Supress appetite	√ Produces a high √ Many are very stimulating √ Habit forming √ Some are addicting

Handout #23 - Lesson 25 (Level C, Part 2)

MEDICINE BOTTLE SCAVENGER HUNT

Directions: Using the medicine bottles, answer as many questions as you can.

	PRESCRIPTION	NONPRESCRIPTION
1. What illness is the medicine for?		
2. Who should take it?		
3. How much should you take?		
4. How often should you take it?		
5. Can kids your age take it?		
6. What is the expiration date?		
7. What does the warning say?		
8. Should you take this medicine? Why or why not?		

ALCOHOL FACT SHEET

Drinking alcohol can cause:

- Stomach ache
- Lack of coordination (clumsiness)
- The mind to feel dull and foggy
- Mood changes — people may feel happy one minute and sad the next
- Sleepiness

Drinking too much alcohol makes people drunk. People who are drunk may:

- Become depressed or sad
- Get mean and violent
- Not know what they are saying or doing
- Become unconscious (pass out)
- Get very sick

More people are addicted to alcohol than to any other drug. People who are addicted to alcohol are known as alcoholics. Children and teenagers can become alcoholics and it can happen more quickly in young people than in adults.

Half of all car accidents in this country in which someone is killed involve a driver who has been drinking. Accidents involving drunk drivers are one of the major causes of death among teenagers.

Lesson 26

Topic
Substance Abuse Awareness

Student Objectives
The students will:

186. Recognize that members of a person's family are not perfect and will make mistakes

Lesson Overview
Students write promises they and other family members have made. They then discuss how broken promises affect others. Next, they discuss good listening techniques and discuss what to do if the person they need to talk to is busy. Then, they talk about reading people's feelings by observing their actions, posture and facial expressions. Finally, they practice listening and reading nonverbal clues with a partner.

Suggested Materials
- Slips of paper and pencils
- Cards with such feelings as "surprised," "sad," "angry," "bored," "scared," "excited," etc., written on them

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to identify mistakes they and their families have made. Instruct students on better communication through listening to and observing others.

ACTIVITY/EXPERIENCE
1. Hand out slips of paper. Have students write down promises they made to other family members or promises other family members made to them — one per slip and as many as they can think of.

   Have the students put the slips in two piles — "My Promises" and "Promises of Others."
2. Have them go through the piles and tear in half any promise that was not kept.

   Ask, "How did it feel to have the promise broken? Who broke more promises, you or other family members?" (This may depend on the number in the pile and the nature of the promises.)

   Ask, "How do you feel when someone breaks a promise to you? How do you feel when you break a promise to someone? Is there ever a time when a promise should be broken?"
3. Ask, "Why is listening important in families? What happens when people don't listen? How do you show you are listening?" (Look at them. Nod your head. Show appropriate facial expression. Ask questions, etc.)
4. Have each student find a partner. For 30 seconds, have one person talk about music and the other person role-play non-listening behaviors. Reverse roles so each partner gets a turn.

   Ask, "How did you feel when your partner didn't listen to you? How could you get their attention and let them know that this is important to you? What if they really are doing something they can't stop? What do you say then?"
5. Have the class demonstrate a family situation.
   - Mom is fixing dinner, but you really want to talk to her. What do you say?
   - Dad is watching a ball game. His favorite team is playing. You want to talk. What do you say?
6. Ask, "Can you think of any ways you communicate without speaking?" Have students demonstrate some examples.

7. Ask several students to act out the feelings you have on cards (e.g., surprised, sad, angry, bored, scared, excited, etc.).

   Ask, "Are you good at reading nonverbal feelings? Do people sometimes act one way, but say something else? How can being aware of nonverbal messages help you get along with your family?"

PROCESSING THE EXPERIENCE

Content Questions:

1. Why are promises important? (Our word is important. If we say we will do something, we should do it. It is a matter of honesty and so on.)
2. State good listening behaviors. (Look at the person. Nod at them. Comment on what they say, etc.)
3. Why is timing important when you talk to someone? (You do not want to interrupt their thinking or speaking.)

Personalization Questions:

1. Do you think most people break promises on purpose? Why are they broken? What can you do about it?
2. Name one listening skill you are good at. Name one you think you can improve.
3. What nonverbal messages are you giving out now with your body posture and facial expression?

CLOSURE

Work with a partner. Take turns talking. When you're the listener, you should demonstrate good listening behavior and ask about any confusing nonverbal behavior you notice your partner having.

■

Lesson 27

Topic

Describing and Expressing Feelings

Student Objectives

The students will:

209. Identify that behavior affects feelings and feelings affect behavior
210. Name some of the effects their behavior has on them and others
211. Own their own feelings

Lesson Overview

The teacher lists several feelings on the board. Students then brainstorm and share ways they behaved when experiencing these feelings. Next, they discuss choices. Finally, students plan an alternative to a personal unhealthy behavior.

Basic Information

Everyone has feelings. People's feelings differ because they have different thoughts. When thoughts change, feelings also may change.

Suggested Materials

- "I Feel, I Do" (Handout #25), one per group
- A large envelope
- Individual strips of paper on which are written the following "feeling" words: "awful," "helpless," "terrible," "gloomy," "hateful," "confused," "scared," "angry," "hurt," "embarrassed," "jealous," "ashamed," "mixed up," "guilty," "discouraged," "frustrated," "worried," "sad," "excited," "happy"

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to recognize that they choose certain behaviors when experiencing certain feelings.

ACTIVITY/EXPERIENCE

1. Read the feeling on each strip of paper and place the strip in the large envelope. Divide the students into groups of four and have each child in each group draw a "feeling" word out of the envelope. (If there are more than 20 students, generate more words.)
2. Explain that each of the strips of paper has a "feeling" word printed on it. Usually, when we experience a feeling, we behave in certain ways. (For example, if you are angry, you might throw something, call someone a name or mumble to yourself.)
3. After making sure that students see the difference between feelings and behavior, distribute one "I Feel, I Do" sheet (Handout #25) to each group. Ask each group member to read his or her "feeling" word aloud and write it on the sheet under the heading "Feelings." Then, have students brainstorm as a group all of the ways that they have behaved when they have had that feeling. Have them list these on the sheet under the heading "Behaviors."
4. When groups have completed the task, ask students to share examples of feelings and behaviors.

PROCESSING THE EXPERIENCE

Content Questions:

1. Could you identify behaviors for all the feelings?
2. Why do people behave differently with the same feeling? (They have different values, interests, backgrounds, experiences, etc.)
3. Do you typically have more behaviors for positive or negative feelings?
4. Why do you think it is important to learn about feelings and behaviors? (We do not choose our feelings, but we do choose our behaviors. It is good to honestly express our feelings, but we can choose the method of expression which is good for a particular situation.)

5. Does having a certain feeling mean you have to behave in a certain way? Why or why not? (No, we can choose our behaviors and do not need to act any particular way because of a particular feeling.)

Personalization Questions

1. Is there an example of a time when you have felt a particular way and have chosen to act one way instead of another? Share. How did you feel about that?
2. How do your actions affect other people?
3. Are there behaviors that you would like to change and not have to experience when you have a particular feeling? Share examples.

CLOSURE

Think of a time that you normally behave in an unhealthy way because of negative feelings. Draw a picture of yourself behaving in a more appropriate way. If possible, keep this picture close to where this incident usually occurs to remind yourself that you do have a choice.

■

Handout #25 - Lesson 27 (Level C, Part 2)

I FEEL, I DO

Directions: List your feeling words on the paper under the heading "Feelings." Then, under the heading "Behavior," write down several ways that you behave when you feel this way.

	Feelings	Behavior
1.	______________________	______________________
		______________________
		______________________
2.	______________________	______________________
		______________________
		______________________
3.	______________________	______________________
		______________________
		______________________
4.	______________________	______________________
		______________________
		______________________

Lesson 28

Topic

Describing and Expressing Feelings

Student Objectives

The students will:

207. Know they are a loved and loving person
212. Decide that they can make choices about the ways they respond to their own feelings and those of others

Lesson Overview

Students work in teams to identify a feeling appropriate for a particular situation. The group members then role-play how they would express that feeling. Students discuss what they observed. Finally, they draw pictures of people who show anger and identify them as helpful or harmful ways.

Suggested Materials

- "How Do You Feel Situations List" cards (make from Attachment H)
- "I'm Angry" (Handout #26)
- Pencil

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to recognize that there are many different ways to express feelings.

ACTIVITY/EXPERIENCE

1. Divide the class into teams of three and designate a leader for each group. Give each team a situation card from the "How Do You Feel Situations List" (Attachment H).
2. Instruct each leader to read the situation to his or her team members. As a team, they are to identify one word to describe how they might feel in that situation.
3. Ask Team 1's leader to read their situation aloud to the class and identify the "feeling" word they selected. Each member of that team simultaneously acts out how he or she would express that feeling. The rest of the class looks for similarities and differences in expressing the feeling.
4. Discuss:
   - Did everyone on the team express the same feeling in the same way? What were the similarities or differences?
   - Do you think there is just one way to express a feeling?
   - Do you think you have to express your feelings in the same way as someone else does? Why is or isn't expressing yourself in the same way as someone else a good idea?
5. Continue this procedure with the remaining teams.

PROCESSING THE EXPERIENCE

Content Questions:

1. What would you consider "harmful" ways to express feelings? Explain your response.
2. What would you consider "helpful" ways to express feelings? Explain your response.

Personalization Questions:

1. When you have certain feelings, is it hard for you to express them? Which feelings are more difficult to express than others?
2. Have you had an experience in which you and someone else expressed a feeling about the same situation in a different way? Share examples.
3. Name some people who love you. Do they stop loving you when you express feelings in an inappropriate way? How can we show our love for them?

CLOSURE

People show feelings in many different ways. Draw four pictures on the "I'm Angry" sheet (Handout #26), showing how people might act if they were angry. Include at least one helpful way to get rid of anger.

■

HOW DO YOU FEEL SITUATIONS LIST

Directions: Copy each situation on a separate index card.

1. You are being blamed for something you didn't do.
2. A classmate pushes you at the drinking fountain.
3. You earn an award for being the most responsible student in your class.
4. Your family won a free trip to Disneyland.
5. Your sister tells your parents that you were watching TV when you were supposed to be studying.
6. Someone stole your new school backpack.
7. Your uncle is teasing you about having a boyfriend/girlfriend in your class.
8. You ate five cookies after school when you were supposed to eat one.
9. Several classmates are teasing a boy about his new haircut.
10. You see a friend steal a candy bar.

I'M ANGRY

Directions: Draw four pictures showing how people might act if they were angry. Check if it is helpful or harmful.

____ helpful ____ harmful	____ helpful ____ harmful
____ helpful ____ harmful	____ helpful ____ harmful

Lesson 29

Topic
Loss

Student Objectives
The students will:

259. Identify different kinds of loss experiences, such as death, divorce, separation, permanent injury, moving
260. Explore ways in which people deal with loss (feelings and actions)

Lesson Overview
Begin with a personal example of a loss. Students brainstorm other losses and identify feelings and actions that go with them. Next, students talk about the stages of loss. Finally, they make a loss collage that includes their personal losses and feelings.

Basic Information
Everyone experiences loss. By learning about loss and by learning successful guidelines to deal with loss, the healing process can be enhanced. The student learns to help the pain to pass. When it passes, the result is a stronger, happier, more sensitive individual.

CAUTION
Notice anyone who seems to be unusually upset or withdrawn. Talk with the child privately and, if necessary, arrange a parent conference and/or refer the student to the guidance counselor or other qualified professional.

Suggested Materials
- Chalkboard and chalk
- "Stages of Loss" (Handout #27)
- Typing or construction paper; colored pens or crayons
- Bible

Teaching/Learning Activities

TEACHER'S ROLE
Assist students to identify loss and the feelings associated with it. Emphasize that everyone experiences similar stages before they accept the loss.

ACTIVITY/EXPERIENCE
1. Tell the students about a loss you experienced when you were about their age. (It could be a loss of a pet, being lost in a store, when a good friend moved away, etc.)
2. Remind students that loss can be minor (e.g., lost socks) or very important (e.g., divorce of parents or death of someone close to you). Tell them that loss is part of the process of life. Say, "Because we can make choices, we give value to what we choose. When we lose what we value, then we must grieve what we have lost. The value we place on what we have lost determines the significance."
3. Have the class brainstorm examples of loss. (Include death, divorce, separation, serious illness, permanent injury and moving.)
4. List feelings people experience during a loss and write them on the board. Ask, "How might people act if they were having these feelings?"
5. Read or tell the story of Jesus raising Lazarus from the dead (John 11:1-44). Ask, "What feelings did Jesus display?" (Love, care, concern, sorrow, loss, etc.) Ask, "How do you know this?" (He went to a place that was dangerous for him because his friends were there and needed him. He wept. His responses to Martha and Mary, etc.)
6. Tell the class that there are stages everyone goes through after they have experienced a significant loss. (The stages are denial, anger, bargaining, depression and acceptance.) Emphasize that people go through these stages at different rates and they might even go back through some stages at times.
7. Distribute "Stages of Loss" (Handout #27). Read and discuss each stage. Answer any questions students may have.

PROCESSING THE EXPERIENCE

Content Questions:

1. What do you think of as a loss?
2. Does everyone experience loss? Why? (Yes, it is a part of life.)
3. Separation and divorce are on our loss list. Why do couples sometimes grow apart?
4. Can good things come from losses? Share examples. (Yes, but that doesn't make the loss any easier. I might lose a pet then get another one that I like even more once I get used to it, but that doesn't make losing the first one easier at the time.)

Personalization Questions:

1. What is the worst loss that could happen?
2. How do you handle bad news?
3. Name a person you trust with whom you can talk when you are feeling sad after a loss.
4. How can you be supportive of a friend who has experienced a loss?

CLOSURE

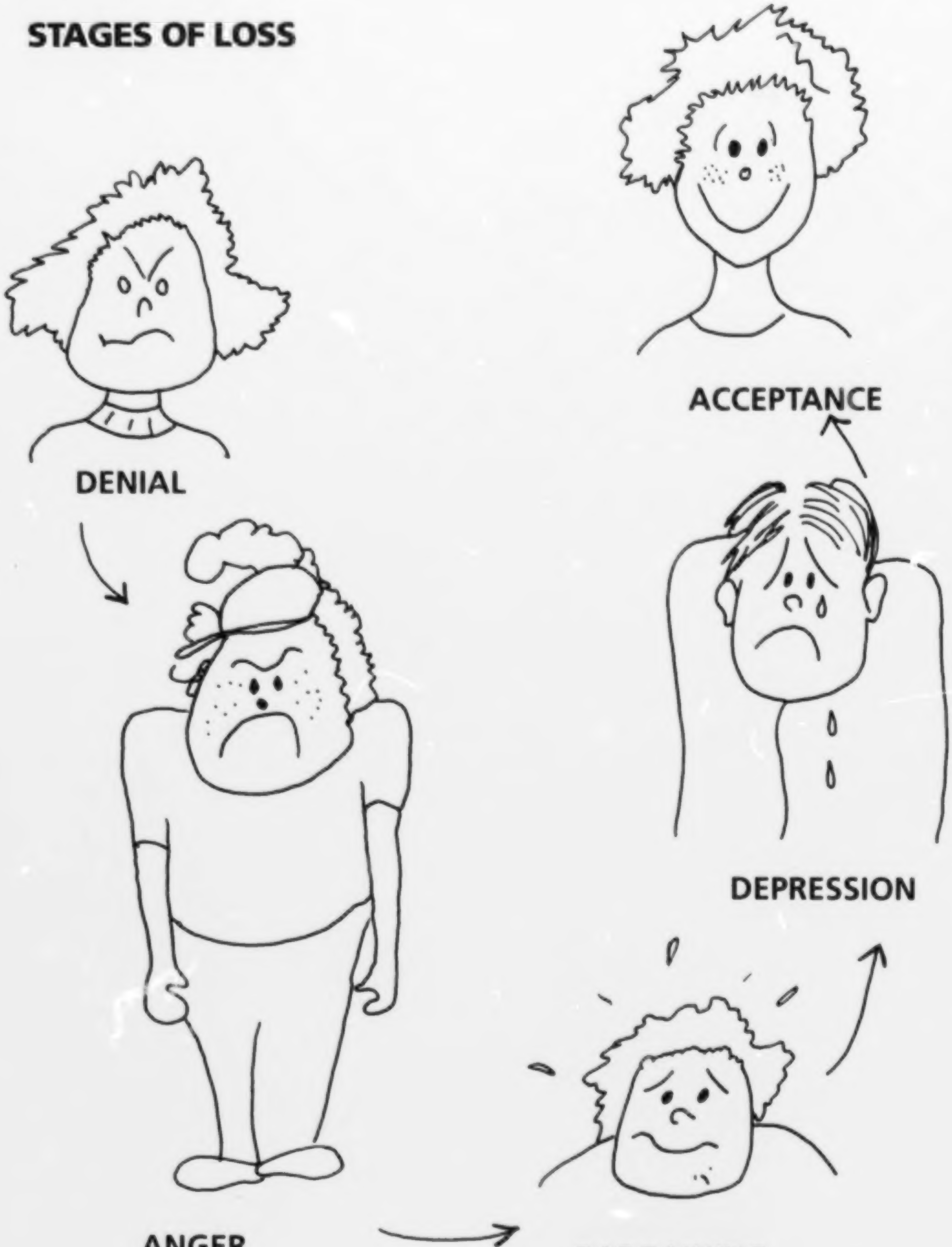
Have each student make a "Loss Word Collage," using typing or construction paper and colored markers. Tell the students, "Use one color to write as many losses as you can think of that you have experienced. Then, using a different color, write down any feelings you or anyone experiencing a loss might have."

(These could be posted in the room. Since they are personal, get student permission first.)

■

Handout #27 - Lesson 29 (Level C, Part 2)

STAGES OF LOSS


DENIAL
ANGER
BARGAINING
DEPRESSION
ACCEPTANCE

Lesson 30

Topic

Loss

Student Objectives

The students will:

261. Talk about what people do when someone dies, including the funeral rites of the Catholic Church

Lesson Overview

The lesson begins by reviewing feelings people have when they experience a loss. An explanation is then given of the significance of the wake and funeral, along with specific objects used during the service. Students then have an opportunity to share funeral experiences. Finally, they draw or write about their idea of heaven.

Basic Information

The funeral Mass is a celebration of a loved one reaching eternal life. When we are in the grieving process, we may not recognize or understand the significance of the symbols used. After gaining this knowledge, their presence will be a comforting reminder of our faith.

Suggested Materials

- Guest speaker such as a priest, pastoral administrator, sister, deacon, pastoral minister or anyone who understands the symbols used at the wake and funeral
- Typing or drawing paper for "Closure" activity

Teaching/Learning Activities

TEACHER'S ROLE

Assist students in understanding the significance of symbols and customs used in the Catholic faith to celebrate the wake and funeral.

ACTIVITY/EXPERIENCE

1. Review feelings from last week (sad, angry, depressed, etc.) Ask, "Why are we sad when someone we know dies?" Have students share answers. Ask, "Are we sad for the person who died or for ourselves? What is heaven like?"
2. If a guest speaker is available, have that person discuss the funeral rites of the Catholic Church, including an explanation of the symbols used.
3. If no speaker is available, explain the funeral rites.

(Note: adapt this to customs in your area.)

"After a death, a traditional series of events take place. Neighbors and friends bring food and assistance to the home. The family plans the wake and funeral service. The wake and funeral Mass come next, followed by the burial and usually a family dinner.

"The wake is a time to gather together and discuss the good memories we have of the person who died. We say good-bye to their physical bodies. The Easter candle and the cross inside the casket remind us of their everlasting life with Christ. The Easter candle reminds us of the person receiving the light of faith at Baptism and now having life in Christ. The cross reminds us that Jesus died and rose for us and that this person, too, will rise from the dead someday. Many times, pictures or other symbols of interests and talents of the person who died are displayed.

"Many people donate money for Masses or other memorials to keep their loved ones' love and spirit alive. We pray that they will reach their eternal reward quickly. It helps us to be able to do something for our loved ones who died.

"The funeral Mass is actually a celebration of a person gaining eternal life. It is celebrated with white vestments. It is a celebration with joyful music and songs of the resurrection. We thank God for the time we had with the person.

"Many times, a white cloth is placed on the casket to represent a Christian's life in Christ. This same symbol is used at Baptism. Sometimes, the family bible is placed on the coffin to show a strong love and faith in Christ.

"Family members are encouraged to participate through selection of music, reading of the scripture and/or carrying gifts at the offertory.

"During the sermon, scripture is used to highlight the person's life. It is stressed that their reward is to go home to God in heaven. We are reminded of Christ's life on earth. He also lived, died and has eternal life. We will see that person again when we receive our reward in heaven.

"During the Mass, we celebrate being members of God's family by receiving Holy Communion together.

"Many families get together to celebrate a meal after the funeral. This shows the love and support they have for one another during this difficult time in their lives."

4. Ask students to share memories of wakes and funerals they attended.

PROCESSING THE EXPERIENCE

Content Questions:

1. Why do we have wakes? (We have wakes to help us grieve the loss of a loved one, to gather together to say good-bye, to discuss the good memories, to express our feelings about the loss in a good way, to realize that others loved this person as well, etc.)
2. Why is the funeral Mass a celebration? (Because the person has now gained eternal life.)
3. What can we do to keep alive the memory of someone we love? (Pray for them. Remember the good times we had with them. Remember them on their birthdays and anniversaries. Decorate their graves on special occasions, etc.)
4. How do you think an atheist (a person who doesn't believe in God) must feel when someone whom they love dies? (Empty, like life is over, instead of continuing in a different way. Like they'll never see them again because they do not believe in eternity or heaven, etc.)

Personalization Questions:

1. Have you ever participated in a funeral Mass? How did it make you feel?
2. When you feel sad, what do you do to cheer yourself up?
3. Share a special memory you have of someone who has died.

CLOSURE

Draw a picture of or write about what you think heaven will be like. Include anything you choose.

■

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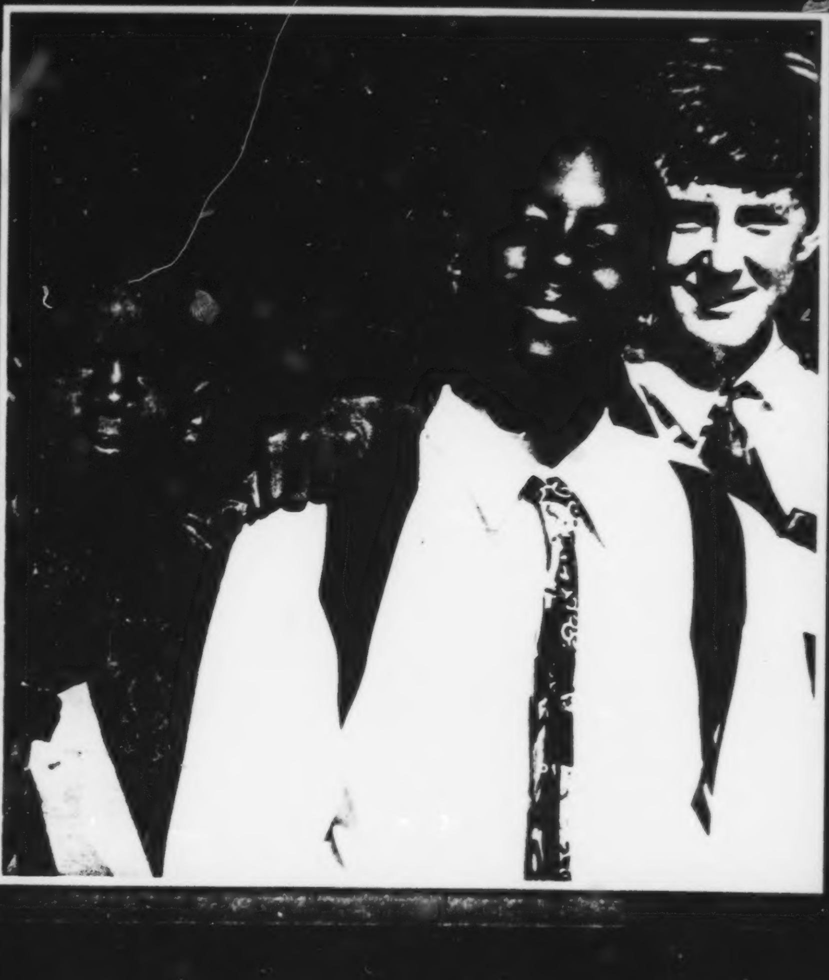
FAITH, FAMILY and FRIENDS



Catholic
Elementary
School
Guidance
Program

VOLUME

5

LEVEL D
PARTS 1 & 2

Suggested
For Grades
5 and 6

National Catholic
Educational Association

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FAITH, FAMILY and FRIENDS

Catholic Elementary School Guidance Program

Volume 5
LEVEL D, PARTS 1 & 2

Suggested for Grades 5 and 6

By Bonita Dahlhauser

National Catholic Educational Association
Washington, D.C.

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FAITH, FAMILY AND FRIENDS

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Foreword

Doctor, encourager, comforter, social worker and counselor are among the many roles of teachers today. These are the expanded roles of teachers, in addition to that of academic instructor. The National Catholic Educational Association, in response to the demands on the teacher in these expanded roles, offers this elementary guidance curriculum. *Faith, Family and Friends,* a Catholic elementary school guidance program, is a support and guide for the classroom teacher.

This project, sponsored by the Supervision, Personnel and Curriculum section of the Chief Administrators of Catholic Education Department, with the assistance of the Department of Elementary Schools, began in the summer of 1990. Representatives from each of these departments designated topics, designed a format and selected qualified writers. The fruit of their dreaming and planning, with support from the Michael McGivney Fund, is this six-volume guidance program which extends from early childhood through eighth grade. *Faith, Family and Friends* is a resource that assists teachers to provide a warm, nurturing learning environment for the healthy development of children who bring Christ into the world.

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Preface

The Religious Dimension of Education in a Catholic School states that the Catholic school "must help each of the students to actually become the 'new creature' that each one is potentially, and at the same time prepare them for the responsibility of an adult member of society" (#100). ***Faith, Family and Friends,*** a Catholic elementary school guidance program, aids the teacher in accomplishing this for students from early childhood through grade eight. The program is infused with gospel values and sound human development principles presented in a spiral approach.

We owe a great deal to the many educators who contributed to this program, which allows teachers to pull together the many aspects of classroom guidance which they are asked to address with their students. ***Faith, Family and Friends*** provides a foundation to help many students in Catholic elementary schools become fully alive.

Sister Mary Leanne Welch, PBVM
Editor

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Introduction

Faith, Family and Friends is intended to be used by classroom teachers in Catholic schools. The role of the teacher is to enable students to "freely and responsibly respond to God's call to choose life."

The series consists of six volumes:

Volume 1	Program Manual
Volume 2	Level A Early Childhood/ Kindergarten
Volume 3	Level B, Parts 1 and 2 Grades 1 and 2
Volume 4	Level C, Parts 1 and 2 Grades 3 and 4
Volume 5	Level D, Parts 1 and 2 Grades 5 and 6
Volume 6	Level E, Parts 1 and 2 Grades 7 and 8

Eighteen strands, or topics, are included in the series:

- Understanding Self and Others
- Courtesy and Respect for Others
- Communication
- Friendship
- Family
- Moral Decision-Making
- Stress Management
- Time Management
- Self-Safety
- Self-Direction and Responsibility
- Substance Abuse Awareness
- Describing and Expressing Feelings
- Conflict Resolution
- Cultural Similarities and Differences
- Loss
- Individual Differences
- Christian Sexuality
- HIV/AIDS

This manual, Volume 5, contains the materials needed to teach Level D, Parts 1 and 2, and is intended for grades 5 and 6.

A review of the literature relative to the classroom teacher's role in a developmental guidance program finds general agreement that teachers have an important function. (See "Resources" on page 2.) The nature of the teacher's function involves creating a student-centered classroom climate, knowing and communicating with students individually, being accepting and challenging, leading guidance activities, providing information and consulting with other personnel.

Competencies required for guidance teachers are considered under three headings: attitudes, skills and concepts. Authors give the strongest emphasis to the teacher's personal qualities and attitudes as prerequisites for fostering student affective growth. Teachers who are self-aware and self-confident and who can establish a genuine, warm relationship with students, expressing interest, empathy, acceptance and positive regard, are considered more likely to be effective guidance teachers.

Concepts important for guidance teachers include an understanding of: normal development, group dynamics, individual needs, self-esteem, indicators of distress and an overview of affective education concepts.

Skills identified as essential for guidance teachers include: communication, classroom management, crisis intervention and skills that foster self-esteem, self-control and student independence by teaching problem-solving skills and decision-making skills.

The attitudes, concepts and skills stated above describe the competencies necessary for a guidance teacher. They also describe the competencies necessary for a classroom teacher. This supports the premise that the classroom teacher is the one to teach developmental guidance. It is the classroom teacher who has the most opportunity to establish a value-based, psychologically safe environment in which young people can interact in a manner conducive to their

growth as mature Christians who will assist with the transformation of the world. It is the classroom teacher who has the constant contact with students which can promote bonding among students and between teacher and students.

It is the classroom teacher who can integrate

- — values and guidance,
- — student interactions between classes and guidance,
- — guidance applications in other disciplines and
- — other disciplines in guidance

and thus enhance the growth of the total person.

To do this, it is vital that guidance teachers be prepared for each lesson. They not only need to study the suggested procedures and adapt them to their students, but also must think ahead and be prepared with responses for possible student comments or questions. Although teachers will not be able to predict all responses from students, they will be able to foresee many of them and need to think through, before class, how they will respond.

Teachers also need to assure students that their responses will be handled confidentially, and students need to be taught and reminded to do the same.

Faith, Family and Friends expresses and fosters Christian values, yet in no way is it intended to replace religion class. Guidance class complements religion class and is intended to reach a range of topics and attitudes beyond those covered in the formative and informative aspects of religion class.

Using this program should not preclude using other materials as well. Supplementary materials can be used to expand or replace given lessons. It is important, however, to assure that students have exposure to all topics listed in the scope and sequence.

Two topics are included in this curriculum for which additional materials are necessary:

HIV/AIDS: Objectives are listed within the scope and sequence and referenced within each level. Teaching materials for these lessons are found in *AIDS: A Catholic Educational Approach to HIV*, NCEA, 1992.

Christian Sexuality: Objectives are listed within the scope and sequence and referenced within each level. Teaching materials for these lessons are to be chosen by the local school, according to the needs of its given clientele.

Resources

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Robert D. Myrick, et al. *The Teacher-Advisor Program: An Innovative Approach to School Guidance* (Ann Arbor, Mich.: ERIC Clearing House on Counseling and Personnel Services, 1990).

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Philosophy

The basic mission of the Catholic school is the same as that of the church, to proclaim the good news of salvation brought into the world through Christ Jesus. That good news announces that every person is uniquely created by a loving God who sent Jesus to show how much that same God loves each person.

Therefore, each person is lovable and worthy of love and affection.

All people, as they grow and mature in love, need help in realizing their full potential as children of God. This elementary guidance program is one attempt to help children achieve maturity in their relationship with God, with self, with others and with all of creation. It is both developmental and preventative, and meant to be integrated within the total school program.

In *The Religious Dimension of Education in a Catholic School*, the church states that human development alone is not sufficient for happiness. Thus, Christian education does not aim for maturity without faith. Rather the principal aims of education within the church are:

> *. . . that as the baptized person is gradually introduced into a knowledge of the mystery of salvation, he or she may daily grow more conscious of the gift of faith which has been received . . . What characterizes a Catholic school, therefore, is that it guides students in such a way "that the development of each one's own personality will be matched by the growth of that new creation which he or she became by baptism." We need to think of Christian education as a movement or a growth process, directed toward an ideal goal which goes beyond the limitations of anything human. At the same time the process must be harmonious, so that Christian formation takes place within and in the course of human formation. The two are not separate and parallel paths; they are complementary forms of education which become one in the goals of the teacher and the willing reception of the students. The Gospel notes this harmonious growth in the child Jesus.*

The document goes on to emphasize the gradual development of every student, so that each may attain "an integral formation within a context that includes the Christian religious dimension and recognizes the help of grace." This formation will only happen if teachers "unite their educational efforts in the pursuit of a common goal. Sporadic, partial or uncoordinated efforts ...will interfere with rather than assist in the students' personal development" (#98-99).

In concert with the church's teaching, this guidance program is built on the following principles:

1. Through Baptism and the other sacraments, the young person has an intimate relationship with the loving God.
2. Like all Christians, the young person is called to respect life in all its forms.
3. Because of God's gift of freedom, the young person can grow responsibly into self-direction.
4. The Catholic school is concerned with facilitating, enabling and assisting young people to grow in their ability to freely and responsibly choose life and development.

Specifically, the school will help young people:

1. Know themselves better and positively accept who they are.
2. Form positive and enduring interpersonal relationships.
3. Improve their decision-making skills.
4. Use their abilities and skills for their own happiness and for the good of others.
5. Achieve self-direction and self-discipline according to their own maturity.
6. Begin to see life and learning as an interconnected whole, aimed at loving God and serving neighbor.

This guidance program presumes that many of the topics presented in the lesson plans also are covered using the same principles in other subject areas, specifically

religion, social studies, science and language arts. The program will be successful because of excellent teachers and because of school practices which reinforce its principles.

It also presumes that the Catholic school is a place of joy and enthusiasm, promise and hope, healing and forgiveness—all based on the love Jesus has shown to the church.

How to Use This Program

To assist teachers with their busy schedules, *Faith, Family and Friends* is designed to be flexible to meet each teacher's need. Three options for use are:

1. For those schools which have a regular guidance time in their schedule, lessons would be most appropriately used during that time frame. If there are two 30-to-45-minute time slots per week, most of the lessons could be used. If less time is allotted, teachers will need to do year-long planning to determine which lessons and topics they wish to include.
2. For those schools which do not have a regular time slot for guidance, lessons could be integrated into other subject areas and disciplines, e.g., use the lessons on friendship in language arts when stories or themes center on friendship; use substance abuse awareness lessons in science; use stress management in physical education, etc.
3. A third option would be a combination of the two mentioned above. If there is a regular guidance class, but it is limited in time (e.g., one 30-minute lesson per week), some lessons could be taught during that time frame, while the remaining ones could be integrated into subject areas or disciplines.

The sequence of lessons can be used as presented or can be rearranged according to local needs. Each topic stands independent of the others. Lessons are intended to be 30-to-45 minutes long, but may be longer or shorter depending on options a teacher chooses, as well as the amount of student response and interaction.

The *Faith, Family and Friends* series provides all the basic resources a teacher needs to implement the program. Each of the lessons follows the same format:

Topic

This identifies the topic to which the lesson belongs. Each topic will have from one to three lessons at a given time. Some topics

This program is designed to be used in either a graded or multi-aged situation. Schools which are graded could use the following format:

Early Childhood/ Kindergarten	Level A	
Grade 1	Level B,	Part 1
Grade 2	Level B,	Part 2
Grade 3	Level C,	Part 1
Grade 4	Level C,	Part 2
Grade 5	Level D,	Part 1
Grade 6	Level D,	Part 2
Grade 7	Level E,	Part 1
Grade 8	Level E,	Part 2

Schools which are multi-aged could use or adapt the following format:

Early Childhood/ Kindergarten		Level A				
Grades 1-2	Year I:	Level B,	Part 1	Year II:	Level B,	Part 2
Grades 3-4	Year I:	Level C,	Part 1	Year II:	Level C,	Part 2
Grades 5-6	Year I:	Level D,	Part 1	Year II:	Level D,	Part 2
Grades 7-8	Year I:	Level E,	Part 1	Year II:	Level E,	Part 2

occur every year (e.g., friendship, family, self-safety). Others occur every other year once they begin (e.g., stress management, time management).

Student Objectives

This section identifies the specific objectives for each lesson, i.e., what is the student to know, do, or be like at the end of the lesson. The number of the objective refers to the listing in the total scope and sequence chart found in Volume 1.

Lesson Overview

This paragraph gives a short summary of student activities and experiences during the lesson. It can give teachers a basis for judging whether this lesson is appropriate for their particular students this year.

Reading through the overviews of each lesson in sequence will give the user a feel for the total content of a year's work. Reading the lesson overviews of other levels will give the user a feel for the development of the various topics. The lesson overview also will help the teacher review content of lessons he or she has previously taught.

Basic Information/Vocabulary

The basic information portion gives the teacher information or viewpoints helpful for putting together the total lesson. It may alert the teacher to watch for specific student responses, remind the teacher to check specific local resources, give helpful factual background information, or relate this lesson to the student's developmental stage.

The vocabulary section will need to be adjusted by individual teachers, as needed for their students. Some students will have no need to have the words explained, others will have to have words explained which have not been identified.

Suggested Materials

Any materials used in the lesson are identified in this section. Handouts and attachments are included with many of the lessons. Handouts (numbered in consecutive order within each level) are intended to be duplicated and distributed to students for use during the lesson. Attachments (lettered alphabetically within each level) are intended for teacher use or for use by one or two students. Other items will be everyday school materials. In a few cases, a literature story is suggested. When this is true, one suggestion is given with a couple of alternatives also listed in case the first choice is not available or is not appropriate at this time for the students.

Teaching/Learning Activities

The **"TEACHER'S ROLE"** is designed to assist the teacher to stay constantly aware of his or her role as a teacher of guidance. This role is to be a facilitator, assistant or guide, and sometimes an "input" person. Although input is necessary, it is more important for the teacher to establish a setting in which students experience a situation, process the knowledge, feelings and attitudes involved and choose growth as a result.

The **"ACTIVITY/EXPERIENCE"** gives the students a common experience which provides the basis for accomplishing the objectives. The "Activity/Experience" establishes the framework for the message and content of the lesson.

"PROCESSING THE EXPERIENCE" is divided into two parts, Content and Personalization. The ***Content Questions*** assist students to verbalize and clarify what they have learned in regard to the objectives. The ***Personalization Questions*** help students apply the lesson to their personal lives. These latter questions can be used in a variety of ways: quiet reflection, class discussion, journaling and others. It is important that the individual teacher decide for his or her class which method is best. For some classes, students would be psychologically safe enough to share very openly with their peers on personal applications. Other groups would be very uncomfortable with this type of sharing, and therefore journaling might be better. For some, writing may not

enhance the application, and quiet reflection might be appropriate. In addition to variances in classes and groups, there also will be variances according to topic and students' experience with the topic. In planning the lesson, the teacher needs to decide which method of using this portion of the lesson best meets the needs of his or her students at this time.

The teacher also needs to think ahead and be prepared with responses for possible student comments and questions. Although teachers will not be able to predict all responses from students, they will be able to foresee many of them and need to think through, before class, how to respond.

"CLOSURE" helps students bring together the experience and application of that experience. At times it ends with the end of the class; at other times it may carry over into an action or reflection during the coming days.

Possible Extension Activities

These are included for some lessons to broaden the learning and application. Some could be used in another class on the same topic, while others may be independent applications or connections.

It is vital that, as teachers plan to use the lessons in *Faith, Family and Friends,* they use their own creativity to assure that the students can accomplish the objectives. Teacher creativity and adaptation are essential if students' needs are to be met.

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Photo by Tracey Trott.

Level D

Part 1 / Part 2

Suggested for use with Grades 5 and 6

Objectives — Scope and Sequence

PART 1

Lesson	Objective Number* and Objective
	Understanding Self and Others *The students will:*
1	1. Demonstrate age-appropriate self-discipline
	4. Identify and share their feelings
	5. Understand that each person is a loved and loving person
	6. Verify that their growing is helped by others
	7. Articulate their feelings about growing
2	8. Identify and share feelings about their own strengths and limitations
	9. Accept compliments and defeat with humility
	10. Use self-talk as an aid to personal strength and self-improvement
	11. Describe self as a unique reflection of God
	12. Verify that the worth of the person does not just come from the physical
	Courtesy and Respect for Others *The students will:*
3	19. Explain reasons for having and following lunchroom, playground, assembly, church and classroom rules
	27. Express appreciation for pastors and school community
	28. Show respect for those in authority and recognize they may disagree with them at times
	29. Share the responsibility for maintaining and improving school property
4	20. Recognize through words and actions the presence of Christ in each one of us
	30. Model courtesy for younger students
	31. Be aware of the needs of younger students
5	32. Show appreciation for the accomplishments of the elderly
	33. Identify the problems of the aging
	Friendship *The students will:*
6	55. Describe friendship as a gift which cannot be demanded
	57. Explore the importance of associating with people who have good values
	58. Explain how friendship is a two-way relationship

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Lesson	Objective Number* and Objective
7	56. Describe different kinds of friendship
	59. Distinguish between close friends and exclusive relationships (cliques)
	60. Identify the ingredients necessary to build a good relationship (honesty, responsibility, etc.)
	Family
	The students will:
8	78. Identify some of the values their families hold
9	71. Discuss the observance of family rules and customs
	79. Appreciate personal family relationships
	80. Show respect and compassion for peers who come from different family lifestyles
	Christian Sexuality
	The students will:
10	284. Appreciate the human body as part of God's creation
	291. Demonstrate respect for their own bodies and those of others
	295. Value the sacredness of the human body
	296. Perceive chastity as a positive virtue, aiding personal and interpersonal growth
11	284. Appreciate the human body as part of God's creation
	293. Develop skills to integrate their developing sexuality into their personal and interpersonal lives
	297. Discuss the development of human sexuality from the point of infancy to young adulthood
	298. Describe and accept the rapid physical, psycho-emotional and intellectual changes accompanying puberty as positive signs of their own growth
	299. Appreciate the need to express openly and honestly questions relating to their developing sexuality
12	300. Understand a person's need to receive love and share it with others
	301. Distinguish the relative importance of the different bases of love, as well as commitment, fidelity, respect and emotional and physical reaction
	302. Analyze the importance of signs, touch and words in expressing love
	303. Appreciate Christ as a role model — a person who related as a sexual being, but not in a way that involved genital activity
13	296. Perceive chastity as a positive virtue, aiding personal and interpersonal growth
	304. Utilize opportunity for healthy and balanced interaction with the opposite sex
	305. Appreciate that this God-given sexuality enables them to make a fuller personal response
14	292. Demonstrate that one has respect for life

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Lesson **Objective Number* and Objective**

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

HIV/AIDS

The students will:

15 335. Identify with Jesus' compassion toward the sick as they express compassion toward persons with AIDS and other serious illnesses

16 336. Describe the body's immune system and its destruction by the AIDS virus (HIV)

17 329. Give examples of refusal skills that can be used to say "no" to any risk behaviors
333. Articulate the morality of drug abuse and risks involved in any use of unsterilized needles
334. Suggest ways to deal with peer pressure

Stress Management

The students will:

18 118. Experience moments of relaxation
120. Recognize those things which can cause stress in their lives
123. Develop the means of dealing with stress, e.g., exercise, good nutrition, dialogue, prayer, meditation
124. Practice using positive self-talk in dealing with stress
125. Identify how being a person of faith can help one deal with stress

Time Management

The students will:

19 129. Have the self-motivation to initiate a learning activity when required activities are completed
131. Distinguish between obligations and leisure time
132. Create a weekly schedule
133. Pursue different leisure time activities

Self-Safety

The students will:

20 137. Discuss that they have parts of their bodies that are considered private and to respect these in self and others
142. Realize that they are loved persons who are deserving of respect

21 148. Define emotional abuse and name concrete courses of action to take if they experience it

22 149. Describe strategies to get out of abusive or potentially abusive situations

Self-Direction and Responsibility

The students will:

23 153. Practice independent self-care skills
154. Be responsible for the materials they use
162. Set self-improvement goals and develop and follow a plan to accomplish them

24 164. Explore various career opportunities, current and future, including ministry in the church

Lesson	Objective Number* and Objective	
	165.	Explore the relationship between schooling and career choices
	166.	Identify their own talents, abilities and interests
		Substance Abuse Awareness
		The students will:
25	178.	Explore the effects of advertising on making choices
	188.	Explore the difficulties experienced in breaking habits
	190.	Develop a series of strategies to reject the drug, while maintaining status with their peer group
26	191.	Identify the physical and behavior effects produced by nicotine, alcohol and other drugs on the brain and other body parts
	192.	Identify that heredity has an influence on their own use of nicotine, alcohol and other drugs
	193.	Identify that addiction is a disease and needs treatment like other diseases
		Conflict Resolution
		The students will:
27	219.	Identify examples of conflict in their own lives
	224.	Defend the value of peacemaking
	231.	Identify situations which may lead to conflict and how to improve them
28	220.	Explain the value of respecting the needs and feelings of others
	233.	Identify how emotions affect conflict and explain how to deal with them
29	221.	Discuss steps of peacemaking (conflict resolution) and practice the process in daily situations
	222.	Practice different ways of resolving conflict (compromise, consensus, mediation)
	223.	Practice using prayer and reflection in handling conflicts
	232.	Explain the role of trust and misplaced trust in conflict resolution
		Cultural Similarities and Differences
		The students will:
30	241.	Define prejudice and identify that it is shown in many ways
	243.	Discuss the similarities and differences of other people and how their lives are enriched by them
	245.	Discuss various forms of subcultures and class distinctions in the United States
	246.	Identify the role of speech patterns in reflecting cultural background
31	247.	Define stereotyping and discuss examples of it
32	248.	Define racism and sexism and identify examples for each
	249.	Describe their responsibility to the homeless
	250.	Defend the dignity of all people

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Lesson **Objective Number* and Objective**

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

PART 2

Individual Differences

The students will:

1 277. Describe effects that physical and emotional growth have upon attitudes, behavior and interpersonal relationships
278. Identify physical, mental, emotional and spiritual stages and describe their stage at the present

2 279. Increase awareness of their individual strengths and limitations
280. Identify differences in learning styles and abilities
281. Accept their differences and limitations
282. Capitalize on both their masculine and feminine traits
283. Be comfortable with their introverted or extroverted personality and try to improve the downsides of that personality

Communication

The students will:

3 44. Categorize verbal and nonverbal language as appropriate or inappropriate
45. Assess issues which may require a person to verbalize agreement or disagreement
46. Have the courage to report to appropriate authorities when there is an infraction of a rule or when others are being hurt

Friendship

The students will:

4 56. Describe different kinds of friendship
59. Distinguish between close friends and exclusive relationships (cliques)
60. Identify the ingredients necessary to build a good relationship (honesty, responsibility, etc.)

5 61. Examine the power of peer pressure and its effects on their personal development

Family

The students will:

6 78. Identify some of the values their families hold
81. Develop a healthy approach to resolving a conflict in their family
82. Recognize the need for parents/guardians to work and therefore the need to accept greater responsibility

7 79. Appreciate personal family relationships
83. Discuss the value of being supportive of their family members during separation, divorce, remarriage, re-divorce

Christian Sexuality

The students will:

8 306. Discuss the various functions of the body
307. Learn about the act of reproduction in humans

Lesson	Objective Number* and Objective
	308. Describe how physical differences between man and woman are complementary in sexual intercourse
	309. Relate personal understanding to church's teaching about life and procreation
9	284. Appreciate the human body as part of God's creation
	293. Develop skills to integrate their developing sexuality into their personal and interpersonal lives
	298. Describe and accept the rapid physical, psycho-emotional and intellectual changes accompanying puberty as positive signs of their own growth
	299. Appreciate the need to express openly and honestly questions relating to their developing sexuality
10	300. Understand a person's need to receive love and share it with others
	301. Distinguish the relative importance of the different bases of love, as well as commitment, fidelity, respect and emotional and physical reaction
	302. Analyze the importance of signs, touch and words in expressing love
	303. Appreciate Christ as a role model — a person who related as a sexual being, but not in a way that involved genital activity
11	296. Perceive chastity as a positive virtue, aiding personal and interpersonal growth
	304. Utilize opportunity for healthy and balanced interaction with the opposite sex
	305. Appreciate that this God-given sexuality enables them to make a fuller personal response
12	289. Discuss that babies are born of a loving and sharing married couple
	290. Discuss that passing on life is part of God's plan
	294. Discuss the sacrament of Marriage as the beginning of a new family unit
	309. Relate personal understanding to church's teaching about life and procreation
	310. Consider the possibility of forming their own family in the future
	HIV/AIDS
	The students will:
13	337. Demonstrate an appreciation of God's unconditional love and relate that understanding to their own treatment of persons with AIDS and other serious illnesses
14	331. Understand and appreciate the importance of loving unselfishly and responsibly
	338. Understand and appreciate that sexual activity and sexual intercourse have meaning and purpose only within a marriage commitment
	339. Define homosexuality and related church teaching
	340. Identify four ways the AIDS virus (HIV) is transmitted and prevented
15	330. Explain basic safety precautions related to emergency procedures
	334. Suggest ways to deal with peer pressure
	341. Discuss Christian response and health hazards related to any experimentation with sex or drugs

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Lesson **Objective Number* and Objective**

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Moral Decision-Making

The students will:

16 98. Explain the role of prayer/reflection in moral decision-making
100. Practice using the steps in making moral decisions
105. Explain the role of conscience formation in making moral decisions
106. Identify a Christian response to a given situation and verbalize reasons for the choice

17 107. Consider who or what influences their decisions
108. Recognize peer pressure in their lives
109. Discuss the need for courage and fortitude in making moral decisions

18 102. Increase awareness of the consequences of decisions, especially how they affect others
110. Practice group decision-making

Self-Safety

The students will:

19 137. Discuss that they have parts of their bodies that are considered private and to respect these in self and others
145. Explain the importance of reporting abuse until they are believed (for self and others)
148. Define emotional abuse and name concrete courses of action to take if they experience it
150. Explain the consequences of false reporting of abuse

20 142. Realize that they are loved persons who are deserving of respect
149. Describe strategies to get out of abusive or potentially abusive situations
151. Understand that people who are abused often become abusive

Self-Direction and Responsibility

The students will:

21 164. Explore various career opportunities, current and future, including ministry in the church
165. Explore the relationship between schooling and career choices
166. Identify their own talents, abilities and interests

22 163. Accept responsibility for their part of a group project (accountability)
167. Discuss the value of using talents, abilities, interests for the benefit of self and others
168. Explain the importance of being of service to others without reward

Substance Abuse Awareness

The students will:

23 178. Explore the effects of advertising on making choices
188. Explore the difficulties experienced in breaking habits
190. Develop a series of strategies to reject the drug, while maintaining status with their peer group

24 191. Identify the physical and behavior effects produced by nicotine, alcohol and other drugs on the brain and other body parts

Lesson **Objective Number* and Objective**

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

192. Identify that heredity has an influence on their own use of nicotine, alcohol and other drugs
193. Identify that addiction is a disease and needs treatment like other diseases

Describing and Expressing Feelings

The students will:

25 205. Explain that all people have a variety of feelings, both pleasant and unpleasant
207. Know they are a loved and loving person
211. Own their own feelings
212. Decide that they can make choices about the ways they respond to their own feelings and those of others
213. Appraise the importance of being true to their own feelings

26 214. Evaluate the importance of responding to others' needs when their needs conflict
215. Practice ways of coping with and sharing feelings

Conflict Resolution

The students will:

27 225. Be open to the perspective of others in conflict situations
226. Identify those aspects of conflicts which they can and cannot control
227. Practice a group process for resolving conflict

28 228. Identify when it is important to stand up for one's beliefs and values
229. Explain the importance of handling personal conflict without involving extraneous people
234. Discuss how facing conflicts can contribute to personal growth

29 230. Identify and practice ways to handle an unresolved conflict
235. Identify internal conflicts and practice a process for addressing them

Loss

The students will:

30 262. Realize the finality and inevitability of death as a part of all life cycles
263. Describe the stages of the grieving process
264. Know and review basic Catholic beliefs about death and afterlife
265. Discuss ways of supporting those who are grieving

LEVEL D
PART 1

Lessons 1-32

Lesson 1

Topic

Understanding Self and Others

Student Objectives

The students will:

1. Demonstrate age-appropriate self-discipline
4. Identify and share their feelings
5. Understand that each person is a loved and loving person
6. Verify that their growing is helped by others
7. Articulate their feelings about growing

Lesson Overview

Using a checklist of various skills and abilities, students identify their present strengths and compare them to four or five years ago. Students then reflect on who and what has helped them in their learning and growing process. To conclude the lesson, students make a personal affirmation card to celebrate and remember their growth.

Basic Information

Although this lesson addresses student objectives that have been taught as early as first grade and early childhood, the focus here on personal growth is an opportunity for fifth or sixth graders to appreciate the many ways in which they are maturing. This in itself can be an esteem-building experience that invites and encourages student responsibility, self-discipline and independent effort to improve.

Suggested Materials

- "This Is Me: Then and Now" (Handout #1)

  (Note: This paper also will be used in Lesson 2. The teacher may wish to collect student papers to redistribute during the next class.)
- Examples of first grade reading and math books and handwriting
- One 3" x 5" card for each student

Teaching/Learning Activities

TEACHER'S ROLE

Help students to realize and appreciate how much they have grown (academically, personally, socially, spiritually) since first grade and how their growth has been influenced by others.

ACTIVITY/EXPERIENCE

1. Give students "This Is Me: Then and Now" (Handout #1). Say, "Think about all of the things that you can do — at home, at school, with friends." Ask, "What are some of the things you are able to do well?" Instruct the students to "circle all the things on this page that you know you can do well." Encourage students to add other items to the bottom of the page.
2. Show students examples of first grade handwriting, a typical first grade math problem and a sentence or page from a typical first grade reading book. Ask them to recall what it was like in first grade (or think about a first grader they know).
3. Tell the students, "Now look at the skills and abilities you have circled on your 'This Is Me' paper." Ask, "How many of the circled things were you good at when you were in first grade?" Continue, "Put an X by the ones you could NOT do as well then as you can now."
4. Ask, "What is self-discipline?" (It is planned control of oneself for the sake of development). "Which items that you circled demonstrate that you have self-discipline? How do they do that?" (Share an example of your own, then have them share.)
5. Tell students, "Choose two items you circled. How do you feel about being able to do these things well? Write down a feeling on your sheet for each of the two items you've chosen." (Pause.) "Share these feelings with a partner."

6. Ask, "Do you think each person in your group circled the same things?" (No.) "Does that make any difference?" (No. God gave each of us special gifts. God loves each of us because of the gifts we have. Each of us is loved and loving because each of us was made that way by God.)

PROCESSING THE EXPERIENCE

Content Questions:

1. What are some of the ways you have grown? (Have the students share in a large group or in pairs.)
2. How is self-discipline important to growth? (Planned control of oneself is necessay to development.)
3. How do we know that each person is a loved and loving person? (Because God made each of us that way.)

Personalization Questions:

1. Are you surprised at how much you have grown and learned?
2. How did you learn to do these things as well as you do? Did someone teach you? Or help you practice? Did books help you? Did you watch how others did it? Did you figure it out by yourself? Did someone encourage you to try it yourself? Did someone praise you? Write down or share who helped you to learn or improve a certain skill.
3. What things might you be able to circle on your "This Is Me" paper five years from now?

CLOSURE

Print these statements on a 3" x 5" card:
I AM A LOVED AND LOVING PERSON.
I AM GROWING EVERY DAY.
I AM PLEASED THAT I CAN ____________.
(Fill in the blank with one or more of the circled items on the "This Is Me" sheet.) You may put the card in your pocket, on your mirror, use it as a bookmark or place it somewhere else where you can read it frequently to yourself.

Possible Extension Activities

1. Students could make a poster: "LOOK WHO'S GROWING!!" On the poster, place pictures of them from first grade and now. Have them list some of the skills and abilities they have learned and developed.
2. Students could write thank you letters to particular persons who have helped them in their personal growth and learning.

■

Handout #1 - Lesson 1 (Level D, Part 1)

THIS IS ME: THEN AND NOW

I AM GOOD AT:

- cooking
- thinking
- talking
- caring about others
- helping at home
- fixing things
- running
- drawing
- cleaning
- playing checkers
- playing fairly
- listening
- telling stories
- finishing homework
- lectoring
- doing puzzles
- writing letters
- relaxing
- climbing
- telling jokes
- making new friends
- thinking of others
- decorating
- creating new ideas
- praying
- planning parties
- asking for help
- singing
- enjoying music
- playing an instrument
- being kind
- doing math
- working alone
- reading
- encouraging others
- singing/playing at liturgy
- learning new things
- saying nice things about others
- caring for pets
- saying thank you
- cooperating with others
- spelling
- baby-sitting
- using a computer

OTHER THINGS I AM GOOD AT:

Lesson 2

Topic

Understanding Self and Others

Student Objectives

The students will:

8. Identify and share feelings about their own strengths and limitations
9. Accept compliments and defeat with humility
10. Use self-talk as an aid to personal strength and self-improvement
11. Describe self as a unique reflection of God
12. Verify that the worth of a person does not just come from the physical

Lesson Overview

Students work in groups to identify skills and abilities which might be needed in a variety of situations. The meaning of "limitations" is defined by establishing that no one possesses all skills and abilities. Disabled persons are used as an example of how one overcomes limitations. Students brainstorm self-affirming statements to aid in self-improvement. The teacher concludes the lesson by modeling the use of self-affirmation.

Basic Information

This lesson focuses on an essential aspect of self-esteem: having a realistic understanding and acceptance of one's strengths, as well as one's limitations. Fifth and sixth graders typically compare themselves to their peers and ridicule themselves and others for failing to measure up to the norm. This lesson attempts to help them appreciate that each person has worth, indeed is a complement to others in the group, in spite of specific limitations.

Vocabulary

Self-talk — the encouragement or discouragement a person gives him- or herself about a situation or event

Suggested Materials

- "This Is Me: Then and Now" (Handout #1) (Use as overhead transparency or redistribute from Lesson 1.)

Teaching/Learning Activities

TEACHER'S ROLE

Help students to realize that while we all have limitations, we can affirm ourselves and use our own strengths and those of others to help make up for the limitations.

ACTIVITY/EXPERIENCE

1. Divide the class into groups of three to five students. Give each group a situation such as one of the following:
   - You are asked to watch your younger brother or sister while your parent runs to the store.
   - Your class has a project to create its own newspaper.
   - Your friend gets hurt while you are playing in the park.
   - You and a group of friends decide to build a tree house.
   - Your bike has a flat tire while you are riding home from a friend's house.
   - You move to a new school.
   - You are a member of a hockey or soccer team.
   - You are home alone after school.
   - You have a job to deliver newspapers.
2. Using the checklist of skills and abilities on "This Is Me: Then and Now" (Handout #1), have each group decide which skills or abilities would be important and useful in the situations listed above. Have the groups brainstorm additional skills and abilities, as well as those on the handout.
3. Have each group share with the class what their given situation was and the list of helpful skills and abilities.
4. Tell the students, "Look at your handout with your strengths circled. At the bottom of the sheet, jot down two of your limitations. Let's talk about how we feel about our strengths and limitations." (Model by sharing feelings about your own strengths and limitations.) Ask students to share. (Depending on the group, this could be done in large or small groups or in pairs.)

- Brainstorm positive things to say to yourself or to a friend when you:
  - lose a game
  - get a lot wrong on a paper
  - have to retake a test
  - forget your books at home
  - get chosen last for a team
  - drop your lunch
  - are made fun of by classmates.

  After groups share the statements, ask, "How does saying positive things to yourself help you?"
- Brainstorm positive things to say to yourself or to a friend when you:
  - win a game
  - get everything right on a paper
  - are one of a few who do not have to retake a test
  - always have your materials ready
  - always get chosen first or second for a team.

  After groups share the statements, ask, "How does saying positive things to yourself help you?"
- Discuss the following:
  - Why are sports stars famous? (They are physically strong.)
  - Why are stars and models famous? (They are physically attractive.)
  - What do many commercials emphasize to get us to buy products? (Physical beauty or comfort.)
  - Notice that society places a lot of emphasis on physical appearance.
  - Is our physical appearance the most important thing about us? (No.)
  - Is our physical strength the most important thing about us? (No.)
  - What is the most important thing about us? (Who we are as a person; how kind, good we are; if we try to do and be our best, etc.)
  - Why is this true? (Because God made each of us beautiful inside and we need to develop this beauty.)

PROCESSING THE EXPERIENCE

Content Questions:

1. Give an example of a situation when it might be important or helpful to be a good listener; a good talker; a tall person; a short person; able to ask for help; able to figure things out by yourself; a good planner.
2. Look at the list on the "This Is Me" handout. Do you think anyone can be excellent at doing *all* of those things?
3. What does it mean to have "limitations?" (Not possessing all skills and abilities.)
4. Everyone has limitations of one kind or another and everyone has some special strengths. Which things might a paralyzed person be able to do well? Which things might a blind person do well? a mentally disabled person? a deaf person?
5. Does having limitations mean a person is a failure? (No, it only means one person cannot do all things.)

Personalization Questions:

1. Choose a skill or ability from the list that you would like to be able to do better. Is there any reason (limitation) that makes it impossible for you to improve at this?
2. If you make mistakes as you try to learn something new, what can you say to yourself to encourage yourself to not give up? (I am still a capable person, even if I make mistakes. I can try again. I can ask for help. I am somebody worthwhile. Try, try again.)

CLOSURE

Sit quietly, close your eyes and listen as the teacher says some selected affirmations from those the class shared. (State them in the first person, slowly and calmly. Examples are: "I can be my own best friend. It's not the end of the world if I got it wrong. I can learn from my mistakes. I'll try again tomorrow. I don't have to be perfect. I'm a good person, even if I lose a game sometimes.")

To yourself, describe yourself as a unique reflection of God.

Possible Extension Activity

Students could write a letter to God, listing the particular gifts and abilities they are happy to have received. Have them sign it, "Your son, ___" or "Your daughter, ___."

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Lesson 3

Topic

Courtesy and Respect for Others

Student Objectives

The students will:

19. Explain reasons for having and following lunchroom, playground, assembly, church and classroom rules
27. Express appreciation for pastors and school community
28. Show respect for those in authority and recognize that they may disagree with them at times
29. Share the responsibility for maintaining and improving school property

Lesson Overview

Students role-play and process various situations involving school rules. While taking the role of teacher, principal, bus driver, pastor, etc., students explain why certain rules exist.

Basic Information

Middle-grade students usually can appreciate the difficulties of being in charge and maintaining order if they think about experiences of baby-sitting or being a class monitor. Role-playing one in authority is a valuable tool for moral and social development. The teacher should be careful to allow students to play out scenarios which they think are reasonable. Acknowledge that one's reasoning does not always agree with those in authority and pursue ways to deal in a Christian manner with any disagreements.

Suggested Materials

- "Sample Role-Play Situations" (Attachment A)
- New Testament

Teaching/Learning Activities

TEACHER'S ROLE

Help students to articulate the reasons for rules by taking the role of someone in authority.

ACTIVITY/EXPERIENCE

1. Present role-play situations, such as those provided in Attachment A. Have volunteers take roles and act out what might happen next in each situation. Focus especially on how the person in authority might explain why the rule is important. Allow others to re-enact in other ways.
2. Discuss the reasons the rules exist.
3. Help students understand the need for someone to help maintain order by enforcing rules.
4. Help students search for ways to handle any differences of opinion between the student and the authority person.

PROCESSING THE EXPERIENCE

Content Questions:

1. What do you think may have caused a specific rule (like being seated on the bus or not throwing food in the lunchroom) to be made in the first place? (People were careless, selfish, etc.)
2. If you thought a rule was silly or unfair, what responsible steps could you take to see if the rule could be changed? (Talk to those in authority, find out the purposes and suggest other ways to accomplish them, etc.)
3. Why do we need people to help enforce rules? (So people know their importance.)
4. If you disagree with a person in authority, when and how could you express your opinion in an appropriate way?
5. When is it reasonable to simply obey rules, whether you like them or not? (When they protect people's safety, etc.)

Personalization Questions:

1. Was it easier for you to play the role of the person in authority or the student who broke the rule? Why was this so?

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2. If you were a person in authority, such as a bus driver or teacher, how would you want students to act when you remind them of the rules?
3. What can you do to help maintain or improve school property?

CLOSURE

Think of one or two rules that you could keep that would automatically include all the other rules and laws.

(Read Matthew 22:35-40, the Great Commandment and elicit comments on how well the command to love God and love others actually sums up other rules, laws and commandments.)

Have students list people in authority who help the school (e.g., pastor, pastoral associates, principal, Board of Education members, cooks, etc.). Divide the class into groups to write thank-you letters to each person for the way they use their authority to help the students.

Possible Extension Activities

1. Make a list of classroom rules, with the reason for each one. Or review and revise classroom rules after considering the reasons for each one.
2. Interview various staff persons, asking them to rate the students' courtesy and respect toward others. If they rate each or both weak, ask them how students might improve. Make a plan as a class to help encourage more courtesy and respect school-wide.
3. Decide on a class project to help maintain or improve an area of the school property.

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SAMPLE ROLE-PLAY SITUATIONS

1. **BUS RULE:** Students must be seated at all times when the bus is in motion.

   SITUATION: Shawn wants to move up two seats to sit with Tracey. When Shawn stands to go up the aisle, the bus suddenly stops and Shawn is thrown to the floor. The driver comes back to see if Shawn is hurt.

   ROLES: Shawn, Tracey and Bill, the bus driver

2. **SCHOOL RULE:** Playing hardball is not allowed on the playground near the church.

   SITUATION: Roberto and his friends decide to play a quick game of baseball on the playground after school. When Roberto hits a line drive, it goes through a church window. Father Andrew sees what happened and comes out to talk to the boys.

   ROLES: Fr. Andrew, Roberto and several friends

3. **INTRAMURAL SPORTS RULE:** All team players must be allowed to play during every game, not just the best players.

   SITUATION: The Red team is behind by three points, with only one minute left in the game. Angela has not been in the game yet, so the coach puts her into the game in place of Marni, a very good shooter. Marni is sure that Angela will double-dribble like she usually does at practice and the game will be lost.

   ROLES: Angela, Marni and Ms. Klein, the coach

4. **SCHOOL RULE:** Students may not wear street shoes on the gym floor. A separate pair of gym shoes is required.

   SITUATION: Mark comes to Physical Education class without his gym shoes. He wants to be allowed to participate in the gym activity, even though he has regular shoes on. The P.E. teacher, Mrs. Brown, tells Mark why he is not allowed to do this.

   ROLES: Mark and Mrs. Brown, the P.E. teacher

Lesson 4

Topic

Courtesy and Respect for Others

Student Objectives

The students will:

20. Recognize through words and actions the presence of Christ in each one of us
30. Model courtesy for younger students
31. Be aware of the needs of younger students

Lesson Overview

Students' attention is drawn to the Christian value of respect. Courtesy as an expression of respect is defined. In the lesson, students become involved in identifying common courtesies and participate in an activity which articulates the need for courtesy, while focusing on being models for younger students.

Vocabulary

Courtesy — polite or friendly behavior, showing respect for others

Respect — to consider deserving of special care, concern or esteem (verb)

Suggested Materials

- New Testament

Teaching/Learning Activities

TEACHER'S ROLE

Help students to identify courtesy as an expression of Christian respect and help them to appreciate how their courteous behavior can be a positive influence for younger students.

ACTIVITY/EXPERIENCE

1. Read the following scripture to the students and ask them to consider what it means:

   "For you were baptized into union with Christ, and so have taken upon yourselves the qualities of Christ himself" (Gal. 3:27).

2. Ask students to describe how Christ treated other people.
3. Print the word "respect" on the board and ask students to discuss its meaning. Then, write the word "courtesy" and ask students to explain its meaning.
4. Ask the class to assume that they have been asked to present a lesson on courtesy to younger children. Brainstorm with the class what common courtesies might be important to teach the children. List these on the board.
5. As a large group or in teams, have students plan how to teach young children the courtesies listed on the board. If done in teams, have each team demonstrate to the class.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is courtesy? (Showing respect for others; being polite and friendly.)
2. How are courtesy and respect for others related to being followers of Christ? (Christ showed respect to all others. If we follow Christ, we need to do the same.)
3. What courtesies might be important to practice on the bus? In the classroom? In the hallways and stairs? In the lunchroom? On the playground? At home? At the mall?

Personalization Questions:

1. What examples of courtesy do you see frequently around school?
2. Whom do you know is a good example of a courteous person?
3. What goal might you set for yourself to become a more courteous person?

CLOSURE

Write a letter to a younger student explaining courtesy and why it is important to be courteous. In your letter, give specific examples of some of the common courtesies identified by the class.

(This also could be done in pairs.)

Possible Extension Activities

1. Assign one of the courtesies identified by the class to individuals or pairs.
   - Students may choose to make a poster to illustrate the courtesy. Place the posters in the hallways near classrooms of younger students.
   - Students may opt to create a page to illustrate the courtesy and then compile the pages into a "Book of Courtesy," which could be presented to classes of younger students.
2. Students may elect to interview their parents, other teachers and/or other staff to ask what behaviors they consider to be "common courtesies." Have the students bring the responses back to class for discussion and compilation.
3. Use the courtesies identified by the class to create a "Common Courtesy Checklist." Each student uses the checklist to tally courtesies they see practiced at school for a week. Hold a follow-up class discussion about their observations.

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Lesson 5

Topic

Courtesy and Respect for Others

Student Objectives

The students will:

32. Show appreciation for the accomplishments of the elderly
33. Identify the problems of the aging

Lesson Overview

Students consider stereotypes about older people and complete a handout regarding their attitudes and assumptions. Students then use an interview format to talk with an older person and follow up with class discussion of their experiences. A reflection sheet helps individuals sum up their learning experiences.

Basic Information

This lesson should be an opportunity for students to experience elderly people as real people, with abilities as well as disabilities, dreams, memories and accomplishments. Every effort should be made to bring students into direct contact with persons who are aged. The interview questions in this lesson are intended to help students better understand an older person as someone who was once very much like them and continues to have needs for attention, love and interesting activity in his or her life.

Suggested Materials

- "What It's Like to Be a Senior Citizen" (Handout #2)
- "Interview with a Senior Citizen" (Handout #3)
- "What I Learned about Aging" (Handout #4)
- A senior citizen for each student to interview

Teaching/Learning Experience

TEACHER'S ROLE

Provide students with direct contact with elderly people in order to challenge stereotypes and increase understanding and respect.

ACTIVITY/EXPERIENCE

1. Ask students to think of some words typically used to describe older people in our society. List as many as they can think of on the board. Then have students identify which descriptions are positive and which are negative.

   (Note: For purposes of this lesson, it may be necessary to define "elderly" for the students. Decide on a criteria such as "retired" or "over 65." Adjust this as you see fit.)
2. Have students complete "What It's Like to Be a Senior Citizen" (Handout #2).
3. Ask students to choose an elderly person whom they know and interview him or her, using some of the suggested questions on "Interview with a Senior Citizen" (Handout #3).
4. Read through the questions in class and have students suggest any other questions they would like to ask. Students then choose the questions they will actually use.
5. It is important to take time in class to instruct students on:
   - Choosing a person to interview — ask, "What does 'senior citizen' or 'elderly' mean? Who is someone you think you could interview?" (You may need to "provide" potential interviewees for some students.)
   - Arranging an interview, ask, "How can you contact the person? What will you ask on the phone or in person in order to set an interview time?" (Role-play this if needed.)
   - Using the questionnaire as an interview guide. (Role-play this if needed.)
   - How to make notes afterward.

6. Tell students that after the interviews, they will have a chance to discuss with each other what they learned from the older people. Set dates for the completion of interviews and the follow-up discussion.
7. In the follow-up class, use the "Content Questions" and "Personalization Questions" to process the experience.

PROCESSING THE EXPERIENCE

Content Questions:

1. What did you learn from the person you interviewed?
2. What was life like for these older people when they were children?
3. What was school like for them?
4. What kind of work did they do?
5. What kinds of games did they play?
6. How was life for them similar to yours today? How was it different?
7. From your interviews, what did you learn about these persons' feelings about being older?
8. What do they like about being older?
9. What is hard about being older?
10. How do older people like to be treated by young people?
11. What advice did they give you?
12. What are some things we can learn from older people?

Personalization Questions:

1. Were you surprised by anything the older person said or did?
2. What did you learn that will help you understand older people better?
3. How can you show respect and care for older people?

CLOSURE

Complete the "What I Learned about Aging" handout. Have any of your attitudes or ideas about older people changed? How does what you think now compare with what you wrote on the "What It's Like to Be a Senior Citizen" handout?

(You may wish to return students' copies of Handout #2 and let them compare their assumptions and attitudes before and now.)

Possible Extension Activities

1. Use magazine pictures to create a collage which shows both the hardships of the elderly and their abilities and accomplishments.
2. Plan a class visit to a nearby nursing home, during which students entertain, provide a gift or decoration or share themselves in a similar way. Discuss the experience.
3. Have a senior citizen speak to the class about the changes they've seen in their lifetime.
4. Connect with local programs, such as Adopt-A-Grandparent.
5. Find out who the oldest member of the parish is and write a letter or make a class card to send.
6. For special occasions, such as a Liturgy of Anointing, have elderly parish members register in advance and assign a student to each older person. The student can make a card or phone call to invite the older person to meet him or her at the door and sit together during the liturgy. Afterward, each student could host the older person at a reception or celebration.

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WHAT IT'S LIKE TO BE A SENIOR CITIZEN

NAME ____

1. I think a person is "old" when:

2. I think the best thing about aging would be:

3. I think the hardest thing about aging would be:

4. What I like about elderly people is:

5. What is hard for me when I'm with elderly people is:

INTERVIEW WITH A SENIOR CITIZEN

1. What year were you born?
   Where did you live? What was your neighborhood like?

2. What was it like when you were growing up?
   What did you most like to do as a child?
   Where was your favorite place to play?
   What did you play?
   Who was your best friend? What kinds of things did you do together?
   What was your favorite pet?
   Was there anything your parents made you do that you didn't like?

3. Describe the school you attended.
   Who was your favorite teacher? Why did you like him or her?
   What was your favorite school subject?

4. What did your parents do to earn a living?
   How many hours a day and days a week did they have to work?
   Did they ever get a paid vacation (time off) from work?
   Did you and your parents ever go an any vacations?

5. What are some of your best memories?
6. What are some of the jobs you have done in your lifetime?
7. What was one of the hardest things you have ever had to do?
8. What are you most proud of in your life?

9. What's nice about being the age you are now?
   What hobbies or favorite interests do you have now?

10. What's hard about being the age you are now?
11. How do you prefer to be treated by younger people like me?
12. Do you believe the "good old days" were better, or is life better today? Why? Why not?
13. What advice can you give me for when I get older?

Handout #4 - Lesson 5 (Level D, Part 1)

WHAT I LEARNED ABOUT AGING

I used to think that being old was:

Now I think that older people are:

It must be hard for older people to:

I think a lot of older people enjoy:

I think older people can be proud of:

If I were an older person, I would want people to:

I'm glad I know some older people because:

One way I can show my respect and care for an older person is:

Lesson 6

Topic

Friendship

Student Objectives

The students will:

55. Describe friendship as a gift which cannot be demanded
57. Explore the importance of associating with people who have good values
58. Explain how friendship is a two-way relationship

Lesson Overview

Using the New Testament, the class focuses on Christian ideals of friendship. A brief story is presented to elicit student observations about friendship as a freely given gift.

Basic Information

Students choose friends for various reasons (popularity, etc.). Understanding what qualities underlie true friendship can help them make better choices of friends and build relationships that are healthy and helpful.

Suggested Materials

- New Testament

Teaching/Learning Activities

TEACHER'S ROLE

Help students to focus on the qualities of good friends and on the fact that true friendship is a gift that cannot be demanded.

ACTIVITY/EXPERIENCE

1. Read John 15:15b: "Jesus said, 'I call you friends'." Ask, "What do you think Jesus meant by the word 'friend'?" Ask students to brainstorm qualities of a good friend. List responses on the board.
2. Assign each student or small group one of the following proverbs. Have them first think about or discuss the meaning of the proverb and then make a poster to illustrate it.
   - A friend is a friend at all times (Prov. 17:17)
   - One kind of friend shares his friend's hardships out of concern (Sir. 37:5)
   - There are friends who lead one to ruin; others are closer than a brother or sister (Prov. 18:24)
   - Any friend will say, "I am your friend too," but some friends are only friends in name (Sir. 37:1)
3. Ask students to consider this story and the questions that follow:

   "Alex and Ted are in the same class. Alex likes Ted, thinks he's a good athlete, a funny guy and very popular. Alex has invited Ted to sit with him at lunch, but Ted always says he's sitting with someone else. Alex has called Ted on weekends to go to a movie together, but Ted says he's busy. Alex asks Ted to be his partner on a school project, but Ted would rather not."

PROCESSING THE EXPERIENCE

Content Questions:

1. What message is Alex trying to give Ted? (I want you to be my friend.)
2. What message is Ted giving Alex? (I'm not interested in being a friend.)
3. Can Alex force Ted to be his friend? (No.) Why would this not work? (Friendship is a gift which is developed over time, not demanded.)
4. If Ted were **constantly** seen being rough with smaller students, should Alex pursue his friendship? Why? Why not? If Ted were into drugs, should Alex pursue his friendship? Why? Why not? If Ted were known to **frequently** shoplift and steal things around school, should Alex pursue his friendship? Why? Why not?
5. Why is it important to associate with people who have good values? (They reinforce the good values in me, etc.)

Personalization Questions:

1. What do you think Alex should do?
2. For two people to be friends, what do they both need to do?

CLOSURE

Complete the sentence or write a paragraph beginning, "A good friend is someone who..." (Allow time for sharing.)

Possible Extension Activity

1. Have students create and illustrate their own sayings about good friends.

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Lesson 7

Topic
Friendship

Student Objectives
The students will:

56. Describe different kinds of friendship
59. Distinguish between close friends and exclusive relationships (cliques)
60. Identify the ingredients needed to build a good relationship (honesty, responsibility, etc.)

Lesson Overview
Using a target diagram, students identify varying degrees of closeness in friendships in their own lives. Questioning focuses on the nature of cliques as both positive (serving normal developmental needs) and negative (limiting freedom and independence, being hurtful to others). The lesson closes with personal reflection and prayer.

Basic Information
Dealing with the fickleness of friends and being included or excluded from cliques is a typical struggle for students in fifth and sixth grade. This is a necessary part of normal development, though it can be a painful time for students, as well as parents and teachers. Teachers can help students see that this is a developmental stage they will grow beyond and help them learn to recognize and build true and lasting friendships by being true to their inner selves.

Vocabulary
Clique — closed or exclusive group of friends

Teaching/Learning Activities

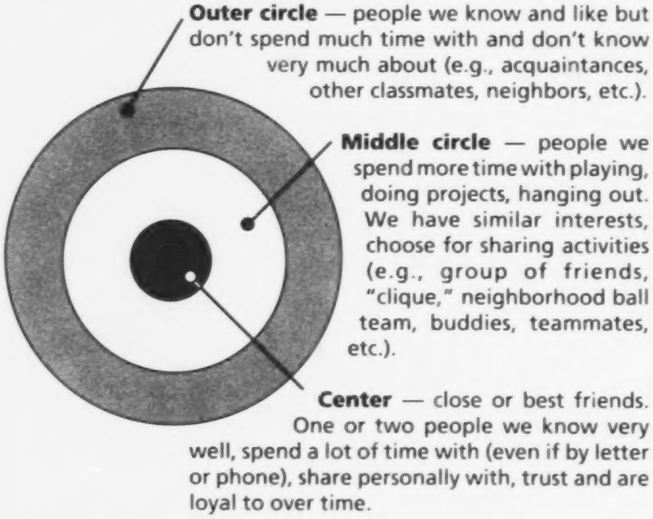
TEACHER'S ROLE
Help students to realize that people have many circles of friends, that friendships need not be exclusive, that forming cliques has both advantages and disadvantages and that building true friendships requires time, effort and qualities of personal integrity.

ACTIVITY/EXPERIENCE
1. Ask students to give a definition of "friend." Point out as they do that there are different kinds (or degrees) of friendship (e.g., best friend, playmate or teammate, cousins, group members, classmates, neighbors, acquaintances, pen pals, etc.).
2. Draw a target on the board. Explain as indicated in Figure 7.1.
3. Have students draw a similar target on paper and fill in names of their friends who fit each circle.

PROCESSING THE EXPERIENCE
Content Questions:
1. The number of people in each circle gets smaller as we move inward. Why is that? (e.g., spend more time, can't do that with a large number of people, only trust selected people with more personal sharing, etc.)
2. Does everyone always have a "best friend"? (This may be the time when students are developing close friendships. They need to understand this takes time and effort. Some may even need help to develop friendships.)

Figure 7.1

This represents a person's possible circles of friends


Outer circle — people we know and like but don't spend much time with and don't know very much about (e.g., acquaintances, other classmates, neighbors, etc.).
Middle circle — people we spend more time with playing, doing projects, hanging out. We have similar interests, choose for sharing activities (e.g., group of friends, "clique," neighborhood ball team, buddies, teammates, etc.).
Center — close or best friends. One or two people we know very well, spend a lot of time with (even if by letter or phone), share personally with, trust and are loyal to over time.

Lesson 7

Friendship

(continued)

3. Could someone's best friend be a sister, brother or parent? (Certainly.)
4. How can someone move from being in your outer circle to the middle circle or center? (e.g., getting to know the person better, sharing more of yourself, learning to trust, etc.)
5. When an inner circle of friends choose each other exclusively and do not allow others into the group, it is sometimes called a "clique." Such groups are part of the process of growing up for many people. Being part of a clique or group helps us feel like we belong and are accepted and gives us security. What other advantages are there to being in a special group of friends? (e.g., have fun together, always know you'll have someone to play with, sit by, etc.)
6. What disadvantages are there to being in a closed circle of friends (clique)? (e.g., pressure to go along with the group, dress the same, act the same, not as free to be yourself and independent, excludes others, etc.)
7. How does it feel to be left out of a clique?
8. What are some advantages of not being in a clique? (e.g., more freedom, independence, etc.)
9. Are all members of a clique (closed group of friends) necessarily best friends? (No.)
10. What does it mean to be best friends? (e.g., mutuality, trust, loyalty, honesty with each other, respect, patience, etc.)

Personalization Questions:

1. How can you be a better friend to your closest friends?
2. How can you be a better friend to your other classmates?
3. How can you be a better friend to someone who is new or has few friends?

CLOSURE

Take three to five minutes and reflect quietly on the "Personalization Questions." ***Or,*** write about the questions in a journal. Conclude with a prayer such as the following:

Dear Jesus, when you were on earth, you chose a special group of friends you called 'apostles.' You spent a lot of time with them, eating, sleeping, traveling, teaching, helping people, sharing and talking about things that were important to you. You got to know each other very well. You trusted and cared for each other. And you welcomed other people, too, and cared for them without being snobby or exclusive with your friends. Help me to remember that good friends are kind and respect others, as well as themselves. Help me learn to be a loyal and caring friend, not just to a certain few people, but to anyone who needs a friend. Amen.

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Lesson 8

Topic
Family

Student Objectives
The students will:

78. Identify some of the values their families hold

Lesson Overview
After the concept of values is introduced by a theoretical choice, the students mark a values handout and discuss their selections. Students are given an assignment to engage their parents or guardians in marking the values sheet themselves and discussing which values are most important to them.

Vocabulary
Value — something which is important to a person; desired more than other things

Suggested Materials
- "What's Important to Me? What's Not?" (Handout #5) — two per student

Teaching/Learning Activities

TEACHER'S ROLE
Introduce the concept of "values" and help students to identify some of their own values, as well as those of their parents or guardians.

ACTIVITY/EXPERIENCE
1. Introduce the concept of "values" by posing the following question: "Suppose a genie appeared and told you that you could have one, and only one, of the following wishes: a billion dollars; be a popular movie star; peace in the world; or have a happy family? Which one do you think you would choose? Why?"
2. Explain, "How you make a choice like this tells you something about what is most important to you, what is more important than other things. Another word for this is values. Everyone has values. Different people value different things. Our values can change as we grow and experience life."
3. Distribute "What's Important to Me? What's Not?" (Handout #5). Ask students to individually mark the sheet. Explain any unfamiliar terms.
4. When finished, ask students to select the five most important values to them and mark them with a star. Conduct a discussion about the values they chose and whether they think these might change as they grow older.
5. Now ask students (perhaps in pairs) to guess which five values their parents or guardians would choose as most important. Have the students put an X by these.
6. Have the students ask their parents or guardians to go over the sheet with them and mark how important each item is to them. The parents or guardians should then choose the five most important values they have.

   (Note: Students may wish to use an unmarked copy of the handout for their parents or guardians.)

   Suggest that students and their parents or guardians compare and discuss their responses.
7. Schedule a follow-up session to discuss what students learned about their parents' or guardians' values, whether the values were similar to their own and, if not, how their parents or guardians may have come to value what they do.

PROCESSING THE EXPERIENCE
Content Questions:

1. How do you think people learn the values they have? (From family, friends, media, etc.)
2. Does everyone in your family value things the same way? How do you know this?

Lesson

8

Family

(continued)

3. Do all your friends value the same things as much as you do? How do you know this?
4. How do you think Jesus would mark this sheet? What values were most important to him?
5. Can you think of an event or experience that might cause a person's values to change? (Illness, close experience with death, loss of a loved one, etc.)

Personalization Questions:

1. Were your values similar to those of your parents or guardians?
2. After this experience of sharing, do you think you might reconsider what is most important in your life?

CLOSURE

Finish this sentence: "By sharing in this lesson about my values and my family's values, I learned..."

Possible Extension Activity

Students might use Handout #5 to ask other adults, such as grandparents, adult siblings, respected friends or relatives, about their values.

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Handout #5 - Lesson 8 (Level D, Part 1)

WHAT'S IMPORTANT TO ME? WHAT'S NOT?

Directions: Circle a number on the scale after each item to show how important that item is to you. Think of how much it matters when you have to decide what to do or not do in daily life situations.

Key: 0 = Not important 5 = Very important

BEING HONEST 0 1 2 3 4 5

HAVING PEACE 0 1 2 3 4 5

RESPECTING OTHERS 0 1 2 3 4 5

HAVING MY RIGHTS 0 1 2 3 4 5

BEING SUCCESSFUL 0 1 2 3 4 5

BEING POPULAR 0 1 2 3 4 5

WINNING 0 1 2 3 4 5

GETTING GOOD GRADES 0 1 2 3 4 5

BELIEVING IN GOD 0 1 2 3 4 5

KEEPING FAMILY TRADITIONS 0 1 2 3 4 5

OBEYING MY PARENTS 0 1 2 3 4 5

TRUSTING SOMEONE 0 1 2 3 4 5

BEING TRUSTWORTHY 0 1 2 3 4 5

PRAYING 0 1 2 3 4 5

KEEPING PEOPLE HAPPY 0 1 2 3 4 5

HAVING MONEY 0 1 2 3 4 5

BEING HEALTHY 0 1 2 3 4 5

BEING GOOD LOOKING 0 1 2 3 4 5

HAVING FRIENDS 0 1 2 3 4 5

BEING ACCEPTED 0 1 2 3 4 5

RESPECTING ELDERLY 0 1 2 3 4 5

SAVING LIVES 0 1 2 3 4 5

WORKING HARD 0 1 2 3 4 5

BEING EDUCATED 0 1 2 3 4 5

BEING POLITE 0 1 2 3 4 5

HAVING FUN 0 1 2 3 4 5

STAYING OUT OF TROUBLE 0 1 2 3 4 5

BEING FAIR 0 1 2 3 4 5

FITTING IN WITH FRIENDS 0 1 2 3 4 5

BEING LOYAL TO FAMILY 0 1 2 3 4 5

BEING INDEPENDENT 0 1 2 3 4 5

BEING REWARDED 0 1 2 3 4 5

Lesson 9

Topic

Family

Student Objectives

The students will:

71. Discuss the observance of family rules and customs
79. Appreciate personal family relationships
80. Show respect and compassion for peers who come from different family lifestyles

Lesson Overview

After reflecting on and articulating some of their family rules, students are introduced to the concept of family customs. A letter from a fictitious foreign pen pal invites students to identify some of their family customs, which are expressed in the form of a return letter to the pen pal. "Processing the Experience" questions help students reflect on their attitudes toward differences.

Basic Information

All of us begin life basically ethnocentric, assuming that the experiences we have in our own families are the same in all families. Socialization and education gradually expand our awareness that others do not think, act, value or experience life just the way we do. Unfortunately, too many people assume that if someone else is different, he or she must be either better or worse than they are. Prejudice is born of this assumption. It is the aim of this lesson to systematically increase students' awareness of family differences and similarities, while modeling an attitude that differences enrich our lives and can be respected and celebrated, rather than feared or ridiculed.

Vocabulary

Ethnic — relating to races or large groups of people classed according to common traits or customs

Rules — standard expectations of behavior in a group; may be written, spoken or simply understood

Customs — traditional ways of doing things or celebrating events

Suggested Materials

- "A Letter from a Pen Pal" (Handout #6)
- Chalkboard, chalk
- Paper and pencil for each student

Teaching/Learning Activities

TEACHER'S ROLE

Help students to articulate and appreciate their own family rules and customs, while increasing awareness of and respect for the various customs of other families.

ACTIVITY/EXPERIENCE

1. Introduce discussion of family rules by saying, "In order for any group of people to function, there must be some rules or standard expectations, whether written, spoken or assumed."

   Ask students to consider some organized group they belong to (e.g., scouts, team, classroom, club, etc.) Ask, "What are the rules or expected behaviors in the group? What behaviors would not be tolerated by the group?" List responses on the board.
2. Continue, "Now think about your family. Families, like any group of people, must have some rules or standard expectations in order for members to feel secure and to get along with each other."

   Ask, "What are some of the rules in your family? What behaviors are expected in your family? What behaviors would not be tolerated?"
3. Ask each student to list as many family rules or expectations as they can. Then have them share in pairs or small groups and then as a large group.
4. Introduce the word "custom" by saying, "In addition to rules or expectations, families usually have customs or traditional ways of doing things or celebrating events. Customs can be based on ethnic or religious traditions or can be new and unique to this family. Think about how your family usually celebrates someone's birthday, for instance."

Ask, "What customs or practices can you expect to happen when there is a birthday in your family?"

5. Allow some thinking time and brief sharing (to be sure the class understands what is meant by family customs) before going on.
6. Read "A Letter from a Pen Pal" (Handout #6). (You may wish to copy and distribute.)
   - What are the family customs which Selje describes in the letter?
   - How is the celebration of a birthday in Selje's family different from your family? How is it similar?
   - How is the celebration of an accomplishment in Selje's family different from your family? How is it similar?
   - Can you think of any family customs that are based on religious beliefs? (For example, going to midnight Mass every Christmas, along with whatever customs surround this practice.)
7. Ask each student to write a letter back to Selje, describing some of their own family customs. Students may concentrate on one or more of the following occasions: a particular holiday, holy days, birthdays, sacraments, graduations, successes. Students' descriptions should include who is invited, what activities are planned and if the day includes a special meal, gifts, decorations, music, dancing, etc.
8. Have students in small groups read the letters they wrote to Selje, comparing similarities and differences among their own family customs. In groups, have each student identify something some else does that's different than they do in their family and make a respectful statement to that student. For example: "I like the way your family ____; I respect the way your family ____; I enjoy the way your family ____." (Model this by making a statement yourself first.)

PROCESSING THE EXPERIENCE

Content Questions:

1. Does being different mean being better or worse than others? Explain.
2. How can we show respect for persons with a different life style from ours?

Personalization Questions:

1. Every family is unique. There are no two families exactly alike. When we are little, we think that all families are just like ours and do things just the way our family does things. As we grow older, meet more people and read and learn more, we become aware that there are many ways to do things. We realize that we have our own family customs and others have different or similar family customs.
   - Do you think every family should do things exactly the same way? Why or why not?
2. Some people are afraid to let others be themselves and have their unique customs. Such people believe that if two people or families are different, one must be better than the other. In order to protect themselves from being considered not good enough, they may ridicule and pick on those who are different.
   - How does this compare with what Jesus taught and did?
   - How can you and your classmates celebrate and respect all the differences among you and your families?

CLOSURE

Have students list the people in their family with whom they enjoy celebrating. Then ask students to offer a quiet prayer of thanksgiving for each of these people.

Possible Extension Activities

1. Students may want to interview parents or guardians, grandparents or older friends and relatives regarding family customs they recall from their childhood.
2. If some students in your class have particularly rich family ethnic traditions or international experiences, invite adult family members to visit the class and share more specifically about these customs.

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Handout #6 - Lesson 9 (Level D, Part 1)

A LETTER FROM A PEN PAL

Dear American Pen Pal,

My name is Selje. I am 12 years old. I am very happy to be your pen pal. I want to learn much about what life is like for someone my age in America.

For instance, how do you celebrate birthdays in your family? In my family, when a person passes the date when he or she was born, the older family members have a meeting to decide what new responsibilities to give that person. If you do your responsibilities well all year, your parents tell the village how grown you are and the people of the village smile when they see you. Is this how you celebrate birthdays in your family? Please tell me what you do when someone in your family has a birthday.

In our family, we have a special way to celebrate when someone accomplishes something special, like graduating from school or winning a big race. Mama bakes a big pie and Papa roasts a pig on the grill. Everyone in the family puts on bright clothing and we sing and dance around the yard. When it gets dark, it is time to eat. But first, we sit in a circle with the special person in the center and everyone tells why they are proud of that person and what an honor he or she has brought to the family. Then we eat and the special person gets to serve the food to each family member first as a gift to the family. It is a great honor.

Please write to me and tell me what ways your family marks special days, like the Holy Season of Easter or the sacraments of Baptism, First Communion and Confirmation or marriages in your family. Do you listen to your parents and grandparents tell stories on these days like we do?

I am eager to hear from you, my friend.

Sincerely,

Selje

Lessons 10-14

Topic

Christian Sexuality

Student Objectives

The students will:

Lesson 10

284. Appreciate the human body as part of God's creation
291. Demonstrate respect for their own bodies and those of others
295. Value the sacredness of the human body
296. Perceive chastity as a positive virtue, aiding personal and interpersonal growth

Lesson 11

284. Appreciate the human body as part of God's creation
293. Develop skills to integrate their developing sexuality into their personal and interpersonal lives
297. Discuss the development of human sexuality from the point of infancy to young adulthood
298. Describe and accept the rapid physical, psycho-emotional and intellectual changes accompanying puberty as positive signs of their own growth
299. Appreciate the need to express openly and honestly questions relating to their developing sexuality

Lesson 12

300. Understand a person's need to receive love and share it with others
301. Distinguish the relative importance of the different bases of love, as well as commitment, fidelity, respect and emotional and physical reaction
302. Analyze the importance of signs, touch and words in expressing love
303. Appreciate Christ as a role model — a person who related as a sexual being, but not in a way that involved genital activity

Lesson 13

296. Perceive chastity as a positive virtue, aiding personal and interpersonal growth
304. Utilize opportunity for healthy and balanced interaction with the opposite sex
305. Appreciate that this God-given sexuality enables them to make a fuller personal response

Lesson 14

292. Demonstrate that one has respect for life

Suggested Materials

Teaching materials for these lessons are to be chosen by the local school, since guidelines differ from diocese to diocese.

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Lessons 15-17

Topic
HIV/AIDS

Student Objectives
The students will:

Lesson 15
335. Identify with Jesus' compassion toward the sick as they express compassion toward persons with AIDS and other serious illnesses

Lesson 16
336. Describe the body's immune system and its destruction by the AIDS virus (HIV)

Lesson 17
329. Give examples of refusal skills that can be used to say "no" to any risk behaviors
333. Articulate the morality of drug abuse and risks involved in any use of unsterilized needles
334. Suggest ways to deal with peer pressure

Suggested Materials
All of the materials for these three lessons can be found in *AIDS: A Catholic Educational Approach to HIV*, published by NCEA, 1992.

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Lesson 18

Topic

Stress Management

Student Objectives

The students will:

118. Experience moments of relaxation
120. Recognize those things which can cause stress in their lives
123. Develop the means of dealing with stress, e.g., exercise, good nutrition, dialogue, prayer, meditation
124. Practice using positive self-talk in dealing with stress
125. Identify how being a person of faith can help one deal with stress

Lesson Overview

After defining stress and identifying some of its symptoms, students focus on a number of ideas for handling stress. Specific examples are given for the use of positive self-talk and several relaxation methods, including spiritual meditation. The closing activity requires students to apply what they have learned to their own particular stressful situations.

Basic Information

In talking about stress, it is important to realize that situations don't cause stress. Stress is a reaction to situations or events. (Evidence of this is the fact that what may be stressful for one person is not stressful for someone else.) For this reason, stress is something we can do something about.

Adequate exercise, rest and balanced nutrition are keys to developing physical resistance to stress. Strong emotions held over time (fear, anger, anxiety, etc.) can stress the body. Dealing with these emotions in a healthy way can reduce stress. Teaching children problem-solving, communication and organization skills and basic principles of wellness can equip them to handle stress better.

Vocabulary

Stress — a feeling of tension that causes certain changes in the body

Self-talk — the positive, encouraging or negative, discouraging things we say to ourselves about ourselves

Suggested Materials

- "Ideas for Handling Stress" (Attachment B)
- "Some Positive Ways to Talk to Myself" (Attachment C)
- "Give Me a Break! Relaxing Your Muscles, Your Mind and Your Spirit" (Handout #7)
- "How Do I Spell Relief?" (Handout #8)

Teaching/Learning Activities

TEACHER'S ROLE

Help students to recognize everyday stress in their lives and learn ways to manage or reduce stress, including relaxation, positive self-talk and a variety of physical, mental and spiritual techniques.

ACTIVITY/EXPERIENCE

1. Write the word "stress" on the board. Ask students if they can define stress.
2. Tell the class, "Stress is a feeling of tension that causes certain changes in the body. Stress is a reaction to something that happens. Not everyone reacts the same to situations. Therefore, what is stressful to one person may not be stressful to another."

   Ask students to list times they have felt stressed, uptight, tense or under pressure.
3. Tell the students, "A little stress is good for us. Like excitement, stress helps to motivate us. But too much stress can be harmful to our minds and bodies. Stress causes wear and tear on our bodies."

   Ask, "How does your body feel when you are stressed?" (Common stress reactions include muscle tension, fast heartbeat, faster breathing, upset stomach, headache, perspiration, nervousness, tiredness, impatience, etc.)

4. Say, "When we feel too much stress, we need to stop and get control of ourselves in the situation. Usually it means that things have gotten out of hand and we need to get peace and order back within ourselves."

   Ask, "How can we do this?" (Let students brainstorm ways to reduce stress, in small groups or as a class. Ideas may include some of those listed on Attachment B, which may be duplicated and given to students.)
5. Tell the class, "One way to handle stress is by praying or talking to Jesus. Talking to Jesus on a regular basis can help us realize that we can't handle situations alone. Praying when we are stressed can help us deal with a situation more easily, knowing that God is with us."
6. Continue, "Another way to help ourselves handle stress is to say positive and encouraging things to ourselves. In order to do this, we first must believe in ourselves and know that we are truly loved by God, as well as many others. When we are feeling pressured or facing stressful situations, we can be our own coach and talk ourselves through it step by step. We also can be our own cheerleaders and tell ourselves good things about our efforts and successes. (See Attachment C for examples of positive self-talk. Give students copies, if desired.)

   Ask students (in small groups, perhaps) to give examples of positive self-statements to use if a person is getting up to bat in a ball game when there are two outs and the bases are loaded.
7. Distribute copies of "Give Me a Break! Relaxing Your Muscles, Your Mind and Your Spirit" (Handout #7). Explain that these are just some of the techniques we can use to help ourselves relax when we are feeling tense. (Numbers 2 and 4 give us ideas for prayer. The other numbers give more ideas to help us relax.)
8. Guide students through number 2.
9. If there's time, choose another one to do.

   (Note: Throughout the year, practice one of these techniques with your students regularly until they are comfortable with it. Then move to help them internalize another way.)

PROCESSING THE EXPERIENCE

Content Questions:

1. What is stress?
2. What are some signs of stress in a person's body?
3. How is stress harmful? Helpful?
4. What are some ways to handle stress?
5. What is self-talk and how can you use it to handle stress?
6. How does prayer help when a person is stressed?

Personalization Questions:

1. What positive self-talk examples are your favorites?
2. What is the most stressful time for you? What are some ways you have learned to handle it better?
3. What other ways are you thinking of trying?

CLOSURE

Complete the "How Do I Spell Relief?" handout and identify some of your most stressful situations and how you can handle them. Refer to ideas on the attachments and handouts from this lesson.

Possible Extension Activity

Students could form SOS groups (Simplifying Our Stress) in the classroom. These groups could meet periodically for individuals to present one of their currently stressful situations. Group members help brainstorm possible steps to help manage or reduce stress.

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IDEAS FOR HANDLING STRESS

- Practice relaxing your muscles and your mind.
- Take a break. Get some fresh air.
- Breathe deeply and slowly.
- Do stretching exercises.
- Get some extra rest.
- Eat a balanced meal (especially with vitamins B and C).
- Cut back on eating sugar, caffeine and junk foods.
- Go to a doctor, if you are sick.
- Walk, jog, bike, swim. Get a good workout.
- Do some physical work, like vacuuming or mowing the lawn.
- Listen to relaxing music.

- Figure out what you are uptight about.
- Decide if you can do anything about what is bothering you.
- Do what you can do about it.
- Accept what you can't change.
- Stop and pray quietly.
- Say positive and encouraging things to yourself.
- Talk with a caring adult about what is troubling you.
- Ask for help, if you need it.
- If you're angry or upset with someone, find a good time to talk to them about it.

- Believe in yourself. Remember that you are loved and worth taking good care of.
- Do what you need to do to take good care of yourself.
- Make a list of things you need to do and cross them off as you do them.
- Reward yourself for doing a good job, however small.
- Remember that you don't have to be perfect.
- Forgive yourself and forgive others.
- Laugh. Do something fun.
- Decide not to worry, since it doesn't change anything except to make you more stressed.
- Do what you can about things and trust God to take care of the rest.

SOME POSITIVE WAYS TO TALK TO MYSELF

- I am a good and loving person.
- God loves me just the way I am.
- I can take good care of myself.
- My feelings are okay.
- I don't have to be perfect.
- Jesus and I can handle this together.
- It's okay to make mistakes.
- I can talk about what worries me.
- I may not like the way things are, but I can handle it.
- It's okay to ask for help.

WHEN FACING A TENSE SITUATION

- Okay, what is it I have to do?
- I can work out a plan to handle this.
- Pray for guidance.
- Just think about what I can do about it. That's better than getting anxious.
- Time for a few deep breaths. Let those muscles relax.
- Stay calm.
- I can handle this. Just take one step at a time.
- Don't get all bent out of shape. Just think about what to do here.
- This may be hard, but I know what to do.
- I can stay in control of myself.
- Feeling nervous or scared won't kill me. I can handle this.
- Just slow things down and do what I have to do next.
- There. I did it!
- That wasn't so bad.
- I knew I could do it!

GIVE ME A BREAK! Relaxing Your Muscles, Your Mind and Your Spirit

When you find yourself feeling anxious or tense, try some of these techniques to help you relax.

1. **DEEP BREATHING.** Sit comfortably with your feet on the floor. Take a deep breath by inhaling through your nose slowly while you count to 10. Hold your breath a couple of seconds. Then exhale through your mouth slowly while you count to 10 again. Concentrate on how your chest, stomach and back muscles feel as you continue this slow deep breathing for a few minutes (counting slowly to 120, for example).

2. **INSTANT CONVERSATION.** Close your eyes, breathe deeply and relax every part of your body — your arms, your legs, your back, your shoulders, your neck, your jaw, your face. In your imagination, travel to your favorite natural place — a beautiful park, a seashore, a mountain top. Feel, see, hear and smell everything around you in this beautiful and peaceful place. Notice the sun on your face, the breeze, the smell of the flowers or pine trees. Hear the rustle of leaves, water splashing, birds singing, whatever natural sounds belong in your special place. Meet Jesus in this special place. Tell him your situation and ask him what to do. Listen quietly. Enjoy being with Jesus in that place for a few minutes before returning to the present.

3. **STRETCHING.** Stand up and stretch. Yawn a few times. Take a deep breath in through your nose and out through your mouth. Shake your arms and body with all your muscles loose and relaxed. Finally, just stand for a minute enjoying how it feels to be relaxed.

4. **MINUTE MEDITATION.** In a quiet place, close your eyes, breathe deeply and relax your body. Listen to these words that God speaks to you in the Bible. Hear God saying your name as you slowly repeat the words over and over in your mind: "I, your God, am holding you by the hand; I tell you, do not be afraid, I will help you" (Isaiah 41:13).

   Here are some other words of God from the Bible that you could use:

- "God will be with you and will not fail you or leave you. So do not be afraid or discouraged" (Deut. 31:8).
- "God shelters me in a tent in times of trouble" (Psalm 27:5).
- "Give all your worries to God, for God is looking after you" (1 Peter 5:7).

5. **NECK STRETCHES.** Stand or sit up straight, but comfortable. Lower your head until your chin touches your chest. Swing your head slowly from side to side, feeling a gentle pull in your neck and shoulders. Let your head flop gently back and hold it there for a bit. Then turn to look over your right shoulder as far as you can. Bring your chin down to touch your shoulder. Feel the gentle stretch of neck and shoulder muscles. Do the same by looking over your left shoulder. Finally, relax and return to normal.

6. **UNWINDING EXERCISES:**

- Stand with your feet about 18 inches apart. Reach upward with your right hand as if you were stretching for something. Let your right hand fall back down and reach up with your left hand. Repeat with right hand, left hand, etc. three times. Return to starting position and raise both arms out sideways from your shoulders, palms down, fingers spread. Stretch outward as far as you can reach.
- Bend forward and down, allowing your arms to swing and your fingers to brush the floor, with your head down. Feel the stretch in your legs and back. Bounce gently five or six times. Return to starting position again, placing your hands on the back of your thighs. Lean backwards, slowly sliding your hands down the back of your legs and dropping your head back. Return to standing position.

Handout #8 - Lesson 18 (Level D, Part 1)

HOW DO I SPELL RELIEF?

Directions: Think about some of your most stressful situations. List them in column 1. Then think of as many ways as you can to handle the stress in each situation. Finally, write some positive and encouraging things to tell yourself in order to help yourself get through it.

MY STRESSFUL SITUATIONS	WAYS I CAN HANDLE THIS STRESS	POSITIVE SELF-TALK FOR THIS SITUATION
1.		
2.		
3.		

Lesson 19

Topic

Time Management

Student Objectives

The students will:

129. Have the self-motivation to initiate a learning activity when required activities are completed
131. Distinguish between obligations and leisure time
132. Create a weekly schedule
133. Pursue different leisure time activities

Lesson Overview

An opening reading focuses on the importance of choosing wisely how to use time. After writing all the activities they do in one day, students consider how they spend their time, sort work, leisure and self-care activities and brainstorm new leisure options. A process is presented for planning ahead a week in order to meet a deadline. The lesson closes with personal reflection and resolutions for improving time management skills.

Vocabulary

Leisure time — time when one is free to choose activities that one wishes to do

Obligations — duties, responsibilities, one's assigned chores or job

Suggested Materials

- "What Is Time?" (Attachment D)
- "How I Spend My Time" (Handout #9)
- "Planning My Week" (Handout #10)
- Paper, pencil for each student

Teaching/Learning Activities

TEACHER'S ROLE

Help students to examine how they use their time to balance work, leisure and self-care. Encourage students to expand their leisure activity repertoire and assist them to create a weekly schedule to meet a deadline.

ACTIVITY/EXPERIENCE

1. Open the lesson by reading aloud "What Is Time?" (Attachment D). Tell students that they will have an opportunity in this lesson to consider how they spend their time.
2. Distribute "How I Spend My Time" (Handout #9). Ask students to fill in what they did yesterday (or today). When they have finished, ask the following questions:

   "Was this a typical day for you? If not, add any activities that you usually would have done and cross out anything that was unusual for you to be doing."

   (Use some of the questions from "Processing the Experience" to encourage students to consider how they typically spend their time.)
3. Next, ask students to use another sheet of paper divided into three columns: "OBLIGATIONS," "LEISURE/PLAY" and "NECESSARY SELF-CARE." Ask students to sort the activities from their typical day into the three columns.

   (Note: School-time activities will fit into all three categories. Math class, safety patrol, etc. are obligations; recess, socializing and some free choice time may be leisure; eating lunch would be necessary self-care.)
4. Ask the class, "What are some of the obligations you have? What are necessary self-care activities?" (Eating, sleeping, grooming, hygiene, etc.) Continue, "When do you have leisure time? What are some of the activities you do in your leisure time?"
5. Tell the students, "Suppose someone said to you, 'I'm so bored. I don't have anything to do since our TV got broken'." Ask, "What suggestions could you give them?"

   (Perhaps students could brainstorm in small groups and see which group can think of more ideas for leisure activities other than TV.)
6. Ask, "What activities might you do in school when your required work is done? Whose is responsibile for initiating the activities?" (Each person's.)
7. Challenge students to try at least one of the suggested activities that they

have not done before, in order to expand their repertoire. Have students talk about their experience during the next class.

8. Tell students that learning to manage our time is important in order to keep a balance of work, play and self-care. Continue, "It also is important in order to finish things we are responsible for and have time to do things we want to do. Sometimes it is helpful to plan ahead for a whole week in order to get things done. Suppose you were told on Monday that a book report would be due on Friday." Ask, "How could you plan your week to get it done on time?" (Use Handout #10, "Planning My Week," to guide students in creating a weekly plan.)

PROCESSING THE EXPERIENCE

Content Questions:

1. What is the difference between obligations and leisure activities?
2. Can some obligations be enjoyable?
3. Are leisure activities ever stressful?
4. What does it mean to "waste time"? (To not use time well, to put things off, etc.)
5. What are some ways people waste time, especially when they have a job to do that they do not like? (Some time-wasters include: putting it off, doing unessential activities instead of the task at hand, being distracted, daydreaming, sleeping, talking on the phone, playing, watching TV.)
6. How can distractions be time-wasters?
7. How can you eliminate distractions?

Personalization Questions:

1. Look at your typical day (or week).
2. What do you spend most of your time doing?
3. What do you spend the least time doing?
4. Do you spend enough time taking care of your needs, like getting enough sleep, taking time to eat well, washing your hands, etc.?
5. Do you have a regular time to do homework and to read? Is it enough time?
6. Do you allow some time each day to relax and play (to reduce stress)?
7. Are there some times that you waste by avoiding responsibilities you don't like, by daydreaming or by watching whatever comes on the TV, instead of doing something that you would enjoy more or something you should get done?
8. What new leisure time activity will you try?
9. What ways can you see to improve how you choose to spend your time?

CLOSURE

Write a resolution for yourself to improve your use of time.

Possible Extension Activities

1. Schedule a one-to-one interview with each student in the coming weeks, during which you will discuss their time management skills (how they resolved to improve them and how successful their efforts have been). You may also discuss their new leisure activity. If need be, plan with students how you can support them in their time management efforts.
2. If students do not already have time periods in school during which they are allowed to choose an appropriate learning activity to do, consider creating such a time. It provides them an opportunity to become responsible and accountable for their choices.
3. Use "What Is Time?" (Attachment D) as a basis for discussion. Ask, "How is it true that everyone has all the time there is? How is it true that time keeps moving steadily? Does it ever slow or speed? Why do people say that 'the time just flew by' or 'the time went too fast'? Is it possible for anyone to ever go back to a certain moment in time once it is past? How is wasting time like wasting money? Is it possible to 'save time'? How can the way you use your time in a day help you be healthier? Happier? Richer? Smarter? More skillful? More peaceful?"

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Attachment D - Lesson 19 (Level D, Part 1)

WHAT IS TIME?

By Bonnie Dahlhauser

Time is when things happen,
as in "What time is lunch?"
Time is measured by a clock
in seconds, minutes, hours
And by a calendar
in days, weeks, months and years.

Time is things changing
like seasons,
or people growing older or taller.
Time has a past, a present and a future,
a yesterday, today and tomorrow.
Time has a before and an after,
but the only time we can use
is the time that is now.

Time keeps going steadily on;
it never stops,
never slows down
and never speeds up.
Once a time has passed,
it never comes back again.
No matter who you are,
even if you are the richest or most powerful
person,
you get exactly the same number of
minutes in an hour
and hours in a day
as every other person in the world.

You have all the time that there is!

If time were money,
no one would be any richer
nor any poorer
than anyone else.
What makes the difference is how each person
chooses to use the gift of time.

You could work all the time,
play all the time,
sleep and eat all the time.
You could even do nothing but sit
and think or dream or watch TV all the time.
Most people choose to spend some time doing
all of these things.
Why? Because it's healthier.
Because it's the best way to reach our goals
and make our dreams come true.
Because people who have a balance
of work and play
and taking care of themselves
are usually happier people.

So consider well how you use your time today.
If you choose wisely,
when today is gone
you could be more than just a little bit older.
You could be a little bit happier,
a little bit healthier,
a little bit richer,
a little bit smarter,
a little more skillful,
a little more at peace
and one or two steps closer
to your goals and dreams.

The choice is always yours!

HOW I SPEND MY TIME

Midnight to 1:00 A.M. ______

1:00 to 2:00 ______

2:00 to 3:00 ______

3:00 to 4:00 ______

4:00 to 5:00 ______

5:00 to 6:00 ______

6:00 to 7:00 ______

7:00 to 8:00 ______

8:00 to 9:00 ______

9:00 to 10:00 ______

10:00 to 11:00 ______

11:00 to Noon ______

Noon to 1:00 P.M. ______

1:00 to 2:00 ______

2:00 to 3:00 ______

3:00 to 4:00 ______

4:00 to 5:00 ______

5:00 to 6:00 ______

6:00 to 7:00 ______

7:00 to 8:00 ______

8:00 to 9:00 ______

9:00 to 10:00 ______

10:00 to 11:00 ______

11:00 to Midnight ______

PLANNING MY WEEK

When you have a deadline (due date) to meet, it is important to plan carefully how you will use your time. The first step is to list everything that must be done in order to complete the job. List here the steps you would have to take to complete a book report in one week's time.

1. Choose a book to read ( )
2. Read the book ( )
3. ( )
4. ( )
5. ( )
6. ( )

Estimate how much time it will take you to do each step. Write the time after each step, in the parentheses.

Next, look at the week ahead. Use the calendar below to fill in any obligations or appointments you know you cannot change. Figure out what time in each day you can to choose to work on this project.

Write in the time your book report will be due on the due date in the calendar below. Now start at the end and plan backwards. Fill in when you will do each step. Be sure to consider how much time you think it will take to do each step. It's better to plan more time to work than you may need, instead of not enough time. This avoids last-minute panic.

	SUN	MON	TUE	WED	THUR	FRI	SAT	SUN	MON
Morning									
Afternoon									
Evening									

Lesson 20

Topic
Self-Safety

Student Objectives
The students will:

137. Discuss that they have parts of their bodies that are considered private and to respect these in self and others
142. Realize that they are loved persons who are deserving of respect

Lesson Overview
A story, "Water Tag," is used to initiate discussion of body privacy and review of private body parts. Sexual abuse is defined and important reminders are discussed. To close the lesson, students work together to create a "rap" (or cheer) that includes the key reminders about body privacy and abuse.

Vocabulary
Private body parts — the parts of the body covered by a swimsuit; for girls, the breasts, vagina and buttocks; for boys, the penis, testicles and buttocks

Sexual abuse — when someone older tricks or forces a younger person into sexual contact, touching, looking or undressing

Suggested Materials
- "Water Tag" (Attachment E)

Teaching/Learning Activities

TEACHER'S ROLE
Review concepts of body privacy and sexual abuse in a context of human dignity.

ACTIVITY/EXPERIENCE
1. Tell students that today's lesson has to do with body privacy. Read the story, "Water Tag" (Attachment E).
2. Use "Content Questions" #1-7 below to discuss "Water Tag."
3. Continue with the following points:

   "When Leah felt embarrassed and uncomfortable about what happened in the pool, she paid attention to her uncomfortable feelings. She remembered three very important things:
   - "My body belongs to me. God gave me this body and it is good.
   - "My feelings are important. I can talk about what I am feeling.
   - "I deserve to be treated with respect. Everyone does."
4. Discuss each key statement above. Stress that every person is deserving of privacy and respect. Tell the students, "We can listen to our feelings. We have a right to expect others (even grown-ups) to treat us with respect."
5. Discuss body privacy by saying, "It is important to know that your body belongs to you and no one has a right to touch your body in ways that hurt you or use you or make you feel embarrassed or confused. Some parts of your body are especially private and should be respected by you and others. As you know, these are the parts covered by your swimsuit."

   (Note: Be sure students understand what body parts you are talking about.)

   Continue, "However, sometimes when you are sick and need help, a parent or medical person may need to examine or touch these parts of your body. Remember, you can always ask them questions about what they need to do to help you. You can expect them to respect you and your feelings."
6. Continue, "In the story, 'Water Tag,' Leah's body privacy was not respected by Bud. She listened to her uncomfortable feelings." Ask, "What action did Leah take?" and review:
   - "She told Bud she didn't like what he did.
   - "She left the pool.
   - "She told her parents about what happened and how she felt about it."

   Tell the students, "These are three important steps to take when a person feels confused, hurt or embarrassed by the way someone touches or wants to touch him or her." Add, "We will talk more about what to do in the next lessons."

7. Explain to the class, "When someone older tricks or forces a younger person into sexual contact, touching, looking or undressing, it is called sexual abuse. While this might happen with a stranger, it is usually done by someone you know and it often starts with touch or actions you feel uncomfortable about.
8. Tell the students, "Some important things to remember about sexual abuse are:
- "No one deserves to be abused.
- "It is not the younger person's fault when an older person is touching him or her in a confusing way.
- "Persons who are sexually abused are not bad. They are victims of abuse. They deserve to be treated with respect and real care.
- "Kids should never keep it a secret if someone older touches their private parts or does things that are confusing.
- "You can trust your feelings to know if what an older person wants you to do is safe, healthy and respectful.
- "It's okay to tell another person, even an adult, that you do not want to do something you feel uncomfortable or afraid to do."

PROCESSING THE EXPERIENCE

Content Questions:

1. What happened during the game of water tag? (Bud untied Leah's swimsuit top.)
2. How did Leah feel about this? (Embarrassed, angry.)
3. What did she do about it? (Told Bud she didn't like it, struggled, got out of the pool, later told her parents.)
4. What did Leah's parents say and do? (They got angry, said everyone has a right to body privacy and talked with Bud's parents.)
5. What is sexual abuse?
6. What are three steps you can take if someone tries to touch or see your private parts? (Say no, get away and tell someone you trust about it.)
7. Why is it important not to keep sexual abuse a secret? (Because no one deserves to be abused and telling an adult we trust can help get the abuse to stop.)
8. Why is sexual abuse wrong? (It does not respect the dignity of the person abused.)

Personalization Questions:

1. What important messages can you give yourself or someone else who has been abused? (See points outlined in lesson.)

CLOSURE

Form groups to create a rap (or cheer), with reminders about personal safety and body privacy.

(Use some appropriate background music for rap. If necessary, have a large group brainstorm reminders that could be included in the rap. Share raps created by each group.)

Or, write a letter to Jesus asking for courage and strength to tell and keep on telling until someone listens if this unfortunate situation should occur.

Possible Extension Activities

1. Provide a safe avenue for students to ask questions or make comments on the subject of sexual abuse. Perhaps put a question box somewhere in the room or have each student write something on a 3" x 5" card, which will be collected.
2. Use the following dialogue to review basic concepts about touch and body privacy:

"People give and receive many kinds of touches from one another. What are some pleasant (good) touches people give and receive?" (Hugs, handshakes, pats on the back, kisses, back rubs, "high fives," etc.)

"Describe feelings you have when you give or receive touches like these." (Happy, safe, relaxed, comfortable, excited, etc.)

"What are some unpleasant (unwanted, hurtful) touches people give and receive from each other?" (Hits, pinches, pushes, being tickled too hard, kicks, scratches, being tripped on purpose, etc.)

"Describe some feelings you have when you give or receive touches like these." (Sad, angry, scared, hurt, etc.)

"What are some situations when a 'good touch' doesn't feel good?" (When someone hugs too hard or shakes your hand by squeezing so it hurts. When someone is nice to you, but you don't think they mean it. When you don't feel like being hugged or kissed by a relative you don't see very often. When play wrestling turns into hurting.)

"What kinds of feelings would you have if someone you didn't like hugged you?" (Surprised, mad, embarrassed, etc.)

"How would you feel if someone was touching you and they wouldn't stop?" (Scared, angry, nervous, uncomfortable, etc.)

Conclude, "These are the kind of touches that are confusing. When you feel mixed up or uncomfortable about being touched by someone, it is good to talk about your feelings with an adult that you trust."

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WATER TAG

Scene I: In the car, on the way to Phoenix

Leah was so excited, she could hardly sit still during the long car ride to Phoenix, Arizona. She and her parents were going to her cousins' house for a whole week. She hadn't seen her cousins for nearly two years since they had left Iowa and moved out west. She was looking forward to seeing Kristin, who was just two weeks younger than Leah. Her other cousin, Bud, was in college now, but he would be home for spring break.

"Dad, it can't be much further now, can it?" Leah asked for about the sixtieth time.

"Do you see that white house, just ahead, with the big front yard and swimming pool? That's it!" he announced, much to Leah's surprise and delight.

"Wow! That's awesome! I can't wait to go swimming!" Leah replied excitedly.

As soon as the car stopped in front of the house, Leah leapt out of the back seat and made her way to the front steps, followed by her parents. She rang the doorbell and soon was met by her Aunt Bonnie, Uncle Ed, Bud and Kristin. Everyone was hugging each other and talking at once, when Aunt Bonnie raised her voice and said, "Hold it! We'll have plenty of time to talk later. Let me show you to your rooms so you can start to get unpacked and settled." Having said that, she grabbed two suitcases and headed down the hall, with Leah and her parents following behind.

Scene II: In the swimming pool

Leah, Kristin and Bud decided to cool off in the pool while their parents got dinner started. They were splashing each other and having a great time when Leah's mom approached them and called for them to "cool it for a minute."

"Aunt Bonnie decided she needed some fresh vegetables for dinner, so we all thought we'd take a ride across town to get some. Do you guys want to come along or stay here and splash around some more?" she asked.

"We'll stay!" the girls both chimed at once.

"All right, if Bud doesn't mind baby-sitting you for a while."

"No problem," Bud replied.

After the four parents had left and the splashing game was getting boring, Kristin climbed out of the pool. "I've got a new inflatable shark in the house. Wait here while I go get it!" she yelled as she ran dripping wet to the back porch.

(continued)

Attachment E (page 2) - Lesson 20 (Level D, Part 1)

WATER TAG (continued)

"Have you ever played water tag?" Bud asked Leah.

"No, but I bet you can't catch me!" Leah said as she dove under water and began to swim to the other end of the pool. Bud let her get a few feet from him and then in a few graceful strokes, he caught up to her. Leah felt him touch her back and before she knew it, her swimsuit top had come untied and was starting to float to the surface.

"Hey! You did that on purpose!" Leah turned her back to him and reached for her suit. She then felt Bud's strong hands grasp her shoulders and then one of his hands slid over her breast. Leah screamed, "Stop, Bud!" and struggled in the water, but Bud was stronger than she. He continued to hold her and fondle her breasts. Leah yelled, "Bud, I don't like this! Let me go!" Soon the screen door slammed and Bud realized that Kristin was coming back. He relaxed his hold and Leah swam free, grabbed her swimsuit top and was refastening it when Kristin reached the edge of the pool.

Kristin arrived with a huge plastic shark under her arm. "Hey, you two, what's all the noise about?"

Bud snapped, "Oh, Leah got tagged playing water tag and she didn't like it so she screamed." Leah glared.

Kristin responded, "Oh, Bud always wins in water tag! Does anyone want to swim with Jaws?"

"I'm getting cold, Kristin. I think I'll go change," Leah grumbled as she got out of the pool. She grabbed her towel and wrapped herself in it as she ran towards the house.

Scene III: Later that night Leah knocks on her parents' door around bedtime

"Who is it?" Leah's father asked.

"It's me, Leah. Can I talk to you guys?"

"Of course, come on in, dear," her mother replied. Leah opened the door and walked over to sit on her parents' bed. "What's bothering you?"

"Oh, I don't know! I feel silly telling you this 'cuz I should have been able to handle it myself."

"What is it Leah? What are you talking about?"

Leah started to cry as she explained what happened in the swimming pool earlier that day.

(continued)

Attachment E (page 3) - Lesson 20 (Level D, Part 1)

WATER TAG (continued)

Leah's dad was furious. He was angry with Bud and started yelling, "I'm going to get Bud!"

Leah's mother was excited, but tried to calm her husband down. "Bud went out for the night, dear!" she said. "Leah, you did the right thing in telling us. Don't feel bad because you think you didn't handle the situation! You did the right thing!"

Her dad yelled, "You certainly did do the right thing! And I'll get Bud in the morning!"

Leah begged, "Dad, don't cause trouble with Bud! He'll think I'm a baby for telling you what happened!"

Leah's mother responded, "Leah, if we just ignored this incident, it would be like saying that it wasn't important. But body privacy is a very important issue, so let's get it out in the open and enjoy the rest of our week here," her mother said.

"I'll never enjoy the rest of the week, now!" Leah sobbed.

"You'll have some good times yet, Leah! Don't worry! We'll help you through it all," her mother said.

The next morning, Leah and her parents discovered that Bud had not come home yet. They sat down to talk with Bud's parents to explain what happened and to decide what to do.

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Lesson 21

Topic
Self-Safety

Student Objectives
The students will:

148. Define emotional abuse and name concrete courses of action to take if they experience it

Lesson Overview
The topic of emotional abuse is introduced through a story, "Best Play of the Day." Information about emotional abuse is provided to help students identify examples. Students then discuss strategies for those who experience such abuse and learn some important reminders. Individuals complete a personal resource sheet.

Basic Information
Like other forms of abuse, emotional abuse has serious long-term effects. Victims often continue the cycle by becoming abusive themselves. Our aim is not only to help children recognize such abuse, but also to give them a basis for counteracting it by reminding them (and ourselves) of the truths of God-given human dignity and love.

Since individual instances do not necessarily constitute abuse, be careful how you present examples of abuse. It is generally best to let students generate the specific examples. Always emphasize that emotional abuse is a pattern of treatment over a period of time, not just once. It is also important to help students recognize reasonable discipline as well, even though it rarely feels reasonable at the time to a youngster.

Vocabulary
Emotional Abuse — an ongoing pattern of behavior, such as intimidating, belittling or hurtful words or actions, that affects one's healthy emotional development

Suggested Materials
- "Best Play of the Day" (Attachment F)
- "Things to Remember When Life Hurts" (Handout #11)
- "First Aid for Hurting Hearts" (Handout #12)
- Posterboard with large heart shape and the words, "Sticks and stones may break my bones, but words can break my heart"

Teaching/Learning Activities

TEACHER'S ROLE
Explain emotional abuse and its effects in a context of human dignity and help students to identify strategies to deal with such abuse.

ACTIVITY/EXPERIENCE
1. Read the story, "Best Play of the Day" (Attachment F). Use "Content Questions" #1-6 to discuss the story.
2. Continue with the following dialogue.

   "Have you ever heard the saying, 'Sticks and stones may break my bones, but words will never hurt me'? Do you think this statement is true?"
3. Tell the class, "The truth is that words can hurt as much as fists, especially when hurtful words come from someone we know and trust." Display poster with large heart shape and the words, "Sticks and stones may break my bones, but words can break my heart."

   Explain, "Sometimes parents or other adults or older family members who care for a child are unable to be as understanding and caring as every child deserves to be treated. This can be because the parents are under great stress, because they have been hurt a lot themselves, because no one has shown them how to be good parents or caretakers or even because they suffer from an illness (like alcoholism) and need help to recover."

Continue, "Whatever the reason, no child deserves to be repeatedly hurt or frightened with words or actions. Why? Because every human being is created by God and deserves to be respected, cared for and treated with dignity."

Explain, "When children are continually put down and treated in cruel ways (such as verbal attacks, ridiculing, ignoring, blaming, degrading, terrorizing, isolating, belittling, rejecting, corrupting or placing excessive and unreasonable demands on them), it is called emotional abuse. Emotional abuse can be verbal or nonverbal, such as ignoring, isolating or intimidating."

4. Ask, "What are some examples of emotional abuse?" Elicit examples of words or actions which illustrate the above. Write the examples in the heart shape on the poster. Stress that one time is not emotional abuse, but over and over again, for a long period of time, in lots of ways, constitutes abuse.
5. Continue, "This kind of treatment by adults who are close to a child can destroy a child's healthy development and hurt them very deeply inside. Children and teenagers who experience emotional or verbal abuse over a long period of time can feel very sad or very angry and can find it hard to trust people or to believe in themselves and their own goodness. They may do a lot of negative self-talk and put others down.

   "The truth is that no one deserves to be continually put down and hurt, especially by those who are closest to them. Every person is made in the image of God and deserves love and respect. This includes children. Your feelings and needs are important. You are not helpless. You can help yourself and others."
6. Ask, "What can a person do who is experiencing emotional or verbal abuse?" Allow students to suggest strategies which may include some of the following.
   - Try to find a time to talk it over with your parents. Let them know what hurts you.
   - Write a note to your parents or the person whose words or actions hurt you.
   - Talk to a teacher, priest, counselor, relative or other trusted adult.
   - Make a list of reminders about your goodness that you believe in. Memorize it.
   - See if another adult can talk to your parent or the person who hurts you. They may need someone to talk to about their problems.
7. Distribute "Things to Remember When Life Hurts" (Handout #11). Read the statements aloud and be sure students understand them. Have the class repeat each statement aloud.

PROCESSING THE EXPERIENCE

Content Questions:

1. How do you think the kids felt when Mrs. Tucker came outside? (Startled, frightened, embarrassed.)
2. Do you think they made her angry on purpose? (No, they didn't realize they were so loud.)
3. Why was Mrs. Tucker's temper so short lately? (She lost her job and drank a lot of beer.)
4. How do you think Sam felt about being called a "big-mouthed brat" by his mother? (He didn't like it. It hurt his feelings.)
5. What about when she told him he was "good for nothing"? (The same. He believed it.)
6. With whom did Sam talk about his situation? (School guidance counselor.)
7. What is emotional abuse? (See definition.)
8. What is the difference between emotional abuse and being corrected or disciplined? (Correction or discipline is reasonable, not excessive, is meant to teach appropriate responsibility and

is given with underlying respect and care. Abuse is excessive, unreasonable and repeated. It attacks the child's dignity and self-esteem.)

9. Do you think that Sam Tucker in the story, "Best Play of the Day," was being emotionally abused? (If it happens a lot, yes.)
10. How does emotional or verbal abuse affect a person? (Undermines self-esteem, hinders healthy emotional development, destroys trust, can result in sadness, depression, anger, negative behavior. A victim can believe he or she is really no good.)
11. Why is emotional abuse wrong? (Because it attacks and damages the person's self-esteem and dignity. It is against God's commandment to love one another.)
12. What are some things to do if you experience emotional or verbal abuse? (See handout.)

Personalization Questions:

1. Have you ever felt deeply hurt by the words of someone you cared about and trusted?
2. What can you remind yourself of when someone's words hurt you?
3. Who are some adults you can talk to if hurtful things are happening in your life?

CLOSURE

Complete the form, "First Aid for Hurting Hearts," and keep it as a reminder and resource sheet when you may need it. Use reminders from "Things to Remember When Life Hurts" (Handout #11) for ideas.

Possible Extension Activity

Give each student a heart-shaped piece of paper and ask them to notice during the coming week (or day) how others speak to them or treat them. Whenever they hear put-downs or hurtful words from others, they are to tear a small piece off the heart. Have them save the pieces and when others say or do kind things to them (compliments, courtesies, affirmations), tape pieces of the heart back together. At the end of the week (or day) talk about what they learned from this experience.

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BEST PLAY OF THE DAY

Sam Tucker is 10 years old. He has two older neighborhood friends, Mike and Robert. They can really be pests sometimes, but they do occasionally let him tag along with their friends and he always gets to play catcher when they get a baseball game going. He used to get along with his parents, but for the last year, his mom has been doing a lot of yelling and she always looks tired and worn out. Ever since his mom got laid off from her job at the factory a year ago, Sam sees his mother drinking a lot of beer during the day and even more at night. Sam's done his best to do all his chores and try not to make his mom mad, but his mom continually yells and calls him names like "stupid" or "clumsy" or "brat" and she frequently tells Sam he is "good for nothing." Sam's noticed that his father has been pretty quiet lately. Sometimes he argues with his mother, but mostly he just keeps quiet. They both seem pretty worried these days.

Scene I: Tuckers' backyard — the neighborhood kids are gathered for a baseball game

One sunny day after school, things got really tense around the Tucker household. Sam, his two friends and several other kids from the neighborhood were playing an exciting game of baseball in the Tuckers' backyard. Sam had just made a great catch as Bucky, a boy from across the street, slid into home plate just a split second too late. Some of Bucky's teammates yelled, "Safe!"

"No way!" Sam protested. "He's out by a mile!"

Pretty soon everyone was yelling loudly, each one trying to be heard over the others. Suddenly they were interrupted by an even louder and angrier voice.

"Wha's all this racket 'bout?" Mrs. Tucker demanded as she stood with her hands on her hips. "I can't e'en hear myself think! Sam, get in this house righ now!" Her eyes looked dark and mean and her mouth was sort of twisted into a tight frown and everyone knew she meant business. Sam stared in disbelief for a moment and then angrily threw his mitt on the ground before following his mother, who staggered into the house.

Scene II: In the Tuckers' house

Sam let the screen door slam behind him as he entered the kitchen behind his mother. "What's the matter with ya, Sam? Don't ya ever use yer head 'stead of yer mouth? I've got a pounding headache, 'cuz of all yer yelling," Mrs. Tucker screamed with slurred speech.

"I'm sorry I was too loud, mom. But, I wasn't the only one yelling," Sam mumbled.

"I'm not talkin' to the others righ now, am I? And don't you talk back to me, ya big-mouthed brat! Now go to yer room!"

Sam started to protest. His mother yelled, "I wish I'd never had ya! Yer no good anyways! Now, go!" Sam skirted around his mother and stomped up the stairs to his bedroom.

(continued)

BEST PLAY OF THE DAY (continued)

Scene III: The next morning

The next morning as Sam was leaving for school, his mother yelled at him, "Sam, you didn't do your chores last night. Do them now, stupid!"

Sam started crying and yelled back, "I can't 'cuz I'll be late for school! Besides, you told me to go to my room and I couldn't do them." Sam ran out the door and down the sidewalk sobbing. By the time he got to school, he had quit crying, but looked red-eyed and angry.

Mr. Trzil, his teacher, said, "Sam, what's wrong? You look like you've been crying!"

Sam muttered, "I'm okay!" and went to his desk.

Later that day the guidance counselor stopped Sam and asked, "Sam, do you want to visit about anything? You look like you have a lot besides school on your mind."

Sam said, "Okay."

Scene IV: The guidance counselor's office

Sam told the guidance counselor what happened the night before and before school that morning. The guidance counselor asked, "Was this the first time something like this has happened?"

Sam paused quite a while, then said softly, "No. Mom yells at me and calls me names almost every day. I try to do things right, but I never do them right. No matter how hard I try, and I really do try, I never do anything right. What's wrong with me?"

"Nothing's wrong with you, Sam," responded the counselor, reaching for some paper. "Let's make a list of all the things you do right, Sam." Together they worked on a list naming things at school and at home that Sam did. Then the counselor asked Sam to mark all the ones he thought he did right. Sam marked many of the school ones, but none of those at home.

The counselor asked Sam, "Is it okay if I visit with your mother? I'd like to see if I can help you with your situation."

Sam hesitated. "I'd rather you didn't 'cuz I think she'll just yell at me more. I was probably wrong in telling you anyway."

"Sam, it was right for you to tell me. Do you want things to go on like they are now?" Sam paused then said, "No."

"Well then, we have to start somewhere and maybe we'd better start with your mother. I'll see what we can do. Why don't you stop by tomorrow, Sam."

"Okay," said Sam as he rose to leave.

The counselor said, "Sam, you're a good kid and you're having some hard days. We'll see what we can do."

Handout #11 - Lesson 21 (Level D, Part 1)

THINGS TO REMEMBER WHEN LIFE HURTS

- If you are a victim, it is not your fault.
- You deserve to be treated as the valuable person you are.
- You have a right to be safe. Other people don't have a right to hurt you.
- Your needs and feelings are important.
- If something is happening in your life that hurts, it is okay to tell someone.
- You are not alone. There are other kids like you who have gotten help. You can reach out.

Handout #12 - Lesson 21 (Level D, Part 1)

FIRST AID FOR HURTING HEARTS

- **I know I'm a good and valuable person.**
- **God made me and God loves me.**
- **I deserve to be treated with respect.**
- **I know I am someone who is good and worthwhile.**
- **I can be good to myself and others.**

When the words of others hit me hard and hurt, I can remind myself of these facts:

1. ____

2. ____

3. ____

Someone I could talk to when I feel sad, hurt, angry or afraid is

____

Someone else I could talk to is

____

Other people who care about me are

____

____

____

____

Lesson 22

Topic

Self-Safety

Student Objectives

The students will:

149. Describe strategies to get out of abusive or potentially abusive situations

Lesson Overview

Students focus on their own body signals that alert them to threatening situations and practice centering when feeling unsafe. The class then generates examples of threatening situations and possible response strategies. Individuals write their own list of possible responses and groups role-play these strategies.

Vocabulary

(See Lessons 20 and 21)

Suggested Materials

- "Handling Threatening Situations" (Handout #13)
- "Some Ideas for Getting Out of Potential Abuse Situations" (Handout #14)
- "I Can Be Safe. I Can Do Something." (Handout #15)

Teaching/Learning Activities

TEACHER'S ROLE

Help students to learn to trust their feelings, which alert them to abusive or potentially abusive situations, and to identify specific strategies for such situations.

ACTIVITY/EXPERIENCE

1. Write the following sentence on the board: "You deserve to be safe at all times." Ask students to close their eyes and think of a time when they did not feel safe.
2. Continue with the following dialogue.

   "Sometimes we enjoy feeling a little bit scared, like when we ride a roller coaster or watch a scary movie. (Give other examples.) That is not what we're going to talk about today. We're talking about when we might not feel safe and we don't like it.

   "What does your body feel when you do not feel safe?

   "What part of your body tells you you're not feeling safe? How does it feel?" (Heart beats loud or fast, you breath fast or tense muscles, hands get sweaty, etc.; whatever individuals describe.)

   Continue, "Then how do you know when you are feeling safe? What do you feel in your body when you feel safe?" (An image may help, such as: "It feels like coming into a warm house on a cold day and smelling cookies baking.")
3. Have students close their eyes and imagine being in a safe, warm, comfortable, happy place. Remind them that they can take a deep breath and think even when they feel scared. Use "Handling Threatening Situations" (Handout #13) to model a process of centering when one feels unsafe.
4. Ask the class for examples of situations when a person their age might feel unsafe, when their body's feelings might tell them they don't like what's going on. List several examples on the board.
5. Tell the students, "You have a right to take care of yourself in any situation that threatens your physical or emotional well-being. Suppose a bigger person is touching you in ways that you do not want (i.e., in private parts or in hurtful ways). What can you do?" (See strategies suggested in "Some Ideas for Getting Out of Potential Abuse Situations," Handout #14.)
6. Choose a few of the situations identified by the class and have students role-play various responses.

7. Give each student a copy of "I Can Be Safe. I Can Do Something." (Handout #15.) Allow time (and make suggestions, if necessary) for individuals to complete the form as a resource and personal safety plan for themselves.

PROCESSING THE EXPERIENCE

Content Questions:

1. How does your body alert you in dangerous situations?
2. What can you do when you feel scared or unsafe?
3. What tricks might someone use to force you to do something you don't want to do?
4. If a young person falls for a trick or was too scared to tell someone what happened, does that mean it's his or her fault that it happened? (No.)
5. Why is it important to tell someone about scary, hurtful or abusive situations that happen to a person? (So they can help.)
6. How does courage help us in these situations? (It helps us tell the truth until we are believed.)

Personalization Questions:

1. What would you say to your friend if he or she told you that an uncle had been touching his or her private parts and said not to tell anyone?

CLOSURE

Have the students discuss, "What did we talk about today that is important to remember?"

Possible Extension Activities

1. Define support system as "people in your community and family whom you can count on to help you when you need help." Have students work in small groups to list as many people and agencies as they can who could help in time of need. Use local phone books, crisis line lists, etc. to make and duplicate a resource sheet for the class titled, "I Know Where to Go for Help." Include numbers of hot lines, counselors, pastors, human services departments, child protection agencies, etc. Have each student add names and phone numbers of family, neighbors and other adults who are part of a personal support network.
2. Discuss human dignity and our belief that all human life is sacred and to be respected. Give each student a card on which to write the following:

- God made me and because God made me, I am good.
- God loves me, no matter what.
- I deserve to be safe, loved and respected.
- I also deserve ________________.

■

HANDLING THREATENING SITUATIONS

Here are some steps you can take when your feelings and body signals tell you this may not be a safe situation:

1. Take a deep, soft breath. Let it all go out.
2. Think — What am I feeling?
   Is there danger here?
   What can I do?
3. Ask Jesus for help.
   Jesus, I'm scared. I don't feel safe. Please be with me and help me think through what the best thing to do is. I love you and I know you love me. Please help me.
4. Ask an adult for help if you still feel confused or scared.

REMEMBER

- You deserve to feel safe and to be treated with respect.
- Your needs and feelings are important. You can trust your feelings.
- It's okay to tell someone you feel afraid or don't like something.
- Your body belongs to you.
- You can decide who touches you or gets close to you.
- You can say no, even to someone older whom you know well and care about.
- It's not your fault and you are not a bad person if someone tricks you into something wrong.
- You can tell someone about it and keep telling until someone helps you.

Handout #14 - Lesson 22 (Level D, Part 1)

SOME IDEAS FOR GETTING OUT OF POTENTIAL ABUSE SITUATIONS

Show them you don't like it	Move away
	Push them away
	Dodge them
	Hide
	Walk or run away
Tell them in words	"NO!"
	"Leave me alone!"
	"STOP!"
	"I'm going to tell!"
	"I don't like that!"
	"That hurts!"
	"Don't do that!"
	"Cut it out!"
Leave to go to	Bathroom or bedroom and lock door
	Friend's or neighbor's house
	Outside and play
	Grandmother's house
	Neighborhood safe house with symbol in the window
Be gross	Spit
	Throw up
	Burp
	Pick your nose
	Pretend to be sick
	Tell them you have lice
Distract them	Tell them someone is coming
	Tell them your mom wants you
	Tell them something is broken and ask them to fix it
	Turn up the TV
	Change the subject
Use borrowed protection	"My (mom, dad, teacher, counselor) says you're not supposed to do that!"

TELL SOMEONE IN YOUR SUPPORT NETWORK AS SOON AS POSSIBLE.

I CAN BE SAFE. I CAN DO SOMETHING.

If I am in danger or threatened by someone, I can:

yell, kick, make a scene

cross my arms over my chest and say NO!

walk or run away

____

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I can tell ______________________________

or ______________________________ about it.

If they can't help, I can tell ______________________________

or ______________________________.

BE SAFE!

- Don't keep secrets that bother you.
- Know your phone number and area code.
- Carry money for emergency phone calls.
- Know how to dial pay phones and how to call without money in an emergency.
- Evaluate your walking routes.
- Know about safety plans for kids in your area.

Lesson 23

Topic

Self-Direction and Responsibility

Student Objectives

The students will:

153. Practice independent self-care skills
154. Be responsible for the materials they use
162. Set self-improvement goals and develop and follow a plan to accomplish them

Lesson Overview

After discussing the meaning of self-direction and responsibility, students complete a self-assessment form and identify some goals for personal improvement. Students then learn and practice a process for developing and using a self-improvement plan. Goals and progress are shared in small groups.

Basic Information

Fifth and sixth grade students typically want to be allowed more independence and self-determination, but they need structure and support to learn how to make decisions and be responsible for themselves. This lesson is designed to provide a structure and opportunity to use an individual plan for personal improvement.

Vocabulary

Self-direction — ability to make choices and act independently in order to accomplish tasks

Responsibility — reliability, trustworthiness, ability to carry out one's obligations

Obstacle — something that stands in the way of reaching a goal

Suggested Materials

- "I Am a Person Who..." (Handout #16)
- "A 'Smart' Way to Self-Improvement" (Handout #17)
- "Sample Self-Improvement Plan" (Handout #18)
- "My 'Smart' Plan" (Handout #19)
- 3" x 5" cards

Teaching/Learning Activities

TEACHER'S ROLE

Encourage students to honestly evaluate themselves and improve their responsibility and self-direction. Guide them in a process of developing and using a plan to reach a self-improvement goal.

ACTIVITY/EXPERIENCE

1. Introduce the topic of self-direction and responsibility by writing the two words and their definitions on the board (self-direction — ability to make choices and act independently in order to accomplish tasks; responsibility — reliability, trustworthiness, ability to carry out one's obligations or duties).
2. Ask, "What are some characteristics of a person who is self-directed?" (Can go ahead on a job without asking for help or approval continually, works well independently, can follow directions on their own, can think of what to do next and go ahead and do it, knows what they want to do or must do.)
3. Ask, "What are some signs of being responsible?" (You keep your word, don't have to be reminded to do your job, consistent, on time, no excuses, honest, don't lie to cover up, don't cheat, take care of tools and materials used, clean up after yourself.)
4. Ask, "What are some things you do to show you are responsible in taking care of yourself?" (Have students cite specific actions related to grooming, eating, exercising, etc.)
5. Have students complete "I Am a Person Who..." (Handout #16). Remind them that being responsible for yourself begins with looking honestly at yourself as you are. This form gives students an opportunity to consider their individual preferences, style,

values and behaviors. It is not a test. The only correct answers are those that are true for the individual.

6. After they complete the form, ask students to reflect on their responses and to choose three areas that they would like to change about themselves. Have them turn the paper over and write the three goals for improvement on the back. (Examples: I would like to stop worrying so much; I want to be on time instead of late so much; I would like to have more friends.)
7. Introduce the process of developing a self-improvement plan by distributing copies of "A 'Smart' Way to Self-Improvement" (Handout #17) and walking through the steps with students. Use the "Sample Self-Improvement Plan" (Handout #18) to illustrate how such a plan can be developed. Ask each student to decide on one goal for themselves for the next week and use "My 'Smart' Plan" (Handout #19) to develop and follow a plan to reach the goal.
8. When students have completed their plan, have them meet in small groups to share their plans with classmates. In one week, have these same groups meet to report on how the implementation of the plan has gone. This could be an ongoing process throughout the month, semester or school year.

PROCESSING THE EXPERIENCE

Content Questions:

1. How does being self-directed help a person in school? At home? On the job?
2. Can being too self-directed ever be a problem? (It could be if it is stretched to mean never asking for help or never being willing to change one's goal.)
3. How can goal-setting and planning help a person be more self-directed and responsible? (It gives a target to aim for and something to measure achievement by.)
4. Why is it important to really want to reach the goal you set? (If you don't, the goal won't really be very meaningful.)
5. What might happen if you set a goal that is too big? What if you set one that's too easy? (If too big, you can get frustrated; if too easy, it's no challenge.)
6. What are "obstacles"? How can a person overcome obstacles?
7. What are some obstacles that are inside a person? (Discouragement, procrastination.)

Personalization Questions:

1. How would you rate yourself today (using a scale of 1 to 10) on being responsible for school work? For taking care of materials? For cleaning up after yourself? For doing your chores? For returning library books?
2. How self-directed can you be in carrying out a project like the self-improvement plan?
3. Who can you ask to help you be more responsible?

CLOSURE

Write your goal on a 3" x 5" card, your check-in date and reminders that will help you achieve your goal. This card can be a reminder, if placed in a good spot.

Possible Extension Activities

1. Have a one-to-one conference with each student to share their goals and plans, as well as to provide ideas and encouragement.
2. Small groups could meet regularly throughout the year to share current goals and plans and to report to each other on progress toward goals.
3. Small groups or the class might use the "Smart" process to set a goal for class or school improvement (such as keeping grounds clean or improving our courtesy). The class could work together to develop a plan and implement it for two weeks. A check-in date should be set.

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Handout #16 - Lesson 23 (Level D, Part 1)

I AM A PERSON WHO ...

	YES	NO	MAYBE
1. Likes to receive compliments	Y	N	M
2. Likes to watch TV a lot	Y	N	M
3. Keeps my word	Y	N	M
4. Is likely to judge someone by the way they look	Y	N	M
5. Would rather be with a group than alone	Y	N	M
6. Is afraid to be alone in the dark	Y	N	M
7. Doesn't like strange places	Y	N	M
8. Is bored most of the time	Y	N	M
9. Likes to be a leader	Y	N	M
10. Cares when someone is hurt	Y	N	M
11. Could get hooked on drugs	Y	N	M
12. Would pay anything to have a good time	Y	N	M
13. Believes everything I read	Y	N	M
14. Volunteers for unpleasant jobs that need to be done	Y	N	M
15. Keeps myself and my clothes clean and neat	Y	N	M
16. Likes to be quiet and pray	Y	N	M
17. Remembers to say please and thank you	Y	N	M
18. Likes to be a follower	Y	N	M
19. Usually cleans up after myself	Y	N	M
20. Worries a lot	Y	N	M
21. Wants to be close to God	Y	N	M
22. Values friendship more than money	Y	N	M
23. Does my chores without being reminded	Y	N	M
24. Wants to share my faith with others	Y	N	M
25. Can follow directions on my own	Y	N	M
26. Keeps my hair clean and combed neatly	Y	N	M
27. Finds it hard to give someone a compliment	Y	N	M
28. Usually tries to do my best at everything	Y	N	M
29. Is responsible to return what I borrow	Y	N	M
30. Gets upset when I do not do a job perfectly	Y	N	M
31. Tries to understand and respect other people's opinions	Y	N	M
32. Can work well with someone I don't like much	Y	N	M
33. Likes to talk	Y	N	M
34. Is usually late	Y	N	M
35. Has at least one close friend	Y	N	M
36. Likes change	Y	N	M
37. Prays daily	Y	N	M
38. Keeps my room and my desk or locker clean and orderly	Y	N	M
39. Would do anything to get out of work	Y	N	M
40. Believes life is worth living	Y	N	M
41. Other ______________________			

A "SMART" WAY TO SELF-IMPROVEMENT

Steps for Making a Plan to Improve Myself

1. **S** **SET A GOAL**

   Be sure the goal is something possible and something that you really want. Don't try to do everything at once. Narrow it down.

2. **M** **MAKE AN ACTION PLAN**

   Decide what steps you'll need to take and when you will do each step. Identify any obstacles that might get in your way or give you an excuse. Set up some reminders for yourself, rewards if you need them and a date when you will check in to see how you've done.

3. **A** **ACT ON THE PLAN**

   Do each step on schedule. Check them off as you do them.

4. **R** **REFLECT ON HOW IT WORKED**

   Did you reach your goal? Which steps went well? What parts were hard? How did you handle the obstacles? If you didn't reach your goal, what is the reason? How can you revise your plan so that you will reach it?

5. **T** **TRY AGAIN OR SET A NEW GOAL**

   Revise your plan to reach the goal or make the goal more reachable. If you reached the goal, decide if you want to work on a new goal and make a plan to reach it.

SAMPLE SELF-IMPROVEMENT PLAN

S **SET A GOAL**

Goal: I want to be more responsible to clean up after myself.

Why I want to reach this goal:

Because I always get yelled at for leaving things in the family room at home and for leaving my table messy at school in the lunchroom.

Better (more bite-size) goal:

I will clean up after myself at lunch each day.

M **MAKE AN ACTION PLAN**

Steps to reach this goal:

Pick up anything I drop on the floor.
Clean up anything I spill on the table.
Put garbage where it belongs.
Put trays, utensils where they belong.

When I will do these steps:

Every day at lunch.

Possible obstacles:

I'm always in a hurry to get outside for recess.
I eat too fast and spill a lot.

What I can do about these obstacles:

Ask a friend to wait for me while I clean up.
Tell the team I'll be there after I clean up.

Reminders and rewards for myself:

I'll put a note on my desk to remind me about my goal. I will see it before I go to lunch. I can ask someone to remind me. I will mark an X on a card every day I remember to do this. When I remember three days in a row, I'll treat myself to ice cream after school.

Target date for checking on my progress: Next Friday

A **ACT ON THE PLAN**

Just do it!

R **REFLECT ON HOW IT WORKED**

Reflect on it. See if it's working. Figure out what to do if it's not.

T **TRY AGAIN OR SET A NEW GOAL**

Try again until I get it or congratulate myself and go on to something else.

Handout #19 - Lesson 23 (Level D, Part 1)

MY "SMART" PLAN

S **SET A GOAL**

My goal: ______________________________

Why I want to reach this goal: ______________________________

Better goal (make it bite-size): ______________________________

M **MAKE AN ACTION PLAN**

Steps to reach my goal: ______________________________

____

____

____

When I will do these steps: ______________________________

____

Possible obstacles: ______________________________

____

What I can do about these obstacles: ______________________________

____

Reminders and rewards for myself: ______________________________

____

Target date for checking in on my progress: ______________________________

A **ACT ON THE PLAN**

Just do it!

R **REFLECT ON HOW IT WORKED**

Did I reach my goal?
What part did I do best?
What part did I forget to do?
How did I handle the obstacles?
Can I revise my plan to make it work better?
Was my goal really possible?

T **TRY AGAIN OR SET A NEW GOAL**

My revised goal: ______________________________

My revised plan (start with a new sheet).

Or, since I reached my goal (HOORAY FOR ME!), my next goal is:

____

Lesson 24

Topic
Self-Direction and Responsibility

Student Objectives
The students will:

164. Explore various career opportunities, current and future, including ministry in the church
165. Explore the relationship between schooling and career choices
166. Identify their own talents, abilities and interests

Lesson Overview
Using a survey of personal talents, abilities and interests, students identify and categorize occupations of interest. Small groups explore the qualifications and education required for various jobs.

Basic Information
In discussing possible careers with students, keep these points in mind:

- Students do not need to decide at this age what they will choose for a career. Allow them to have fun exploring without pressure to decide now.
- Careers can seem like faraway dreams to children. Avoid the impression that they must wait until some far-off day to begin to use their talents and skills.
- Adults of the 21st century will change occupations several times in their lifetimes. Therefore, the process of making career decisions is a life skill these students will need to learn.

Suggested Materials
- "Survey of My Talents, Abilities and Interests" (Handout #20)
- "Looking at Job Requirements" (Handout #21)

Teaching/Learning Activities

TEACHER'S ROLE
Help students to assess their interests and abilities and think about interesting careers. Direct student efforts to identify necessary qualities and education for various occupations.

ACTIVITY/EXPERIENCE
1. Ask students the meaning of the following words and solicit examples.
   - Ability — something a person is able to do, physically, creatively, academically, socially, mechanically, etc. (e.g., walk, fix a radio, do long division, draw).
   - Interest — something a person enjoys or is curious about watching, learning or doing (e.g., history, politics, sports facts, science fiction, could be any of the abilities listed above).
   - Talent — something that a person can do particularly well; may be physical, creative, intellectual, social, etc. (e.g., acting, playing flute, running, decorating, meeting new people, writing, building, etc.).
2. Have students complete "Survey of My Talents, Abilities and Interests" (Handout #20).
3. Based on responses to the survey, ask students to list five occupations that might interest them. When they have done this, have each student name one occupation of interest, while you list them on the board or overhead transparency. Then ask the class to help you group the occupations into general categories (such as health care, construction, entertainment, sports, religious, law, sales, human services, agriculture, etc.).

   (Note: Be sure to add church ministry, priesthood and religious life to the list, if no one has mentioned them.)

4. Assign each general category to a group of three to five students. Using "Looking at Job Requirements" (Handout #21), ask groups to identify for each occupation:

- "What characteristics or abilities does a person need to do this job? (Work well with people, like outdoors, good runner, very careful worker, creative, patient, good talker, etc.)
- "How much education is required for this job? (High school, college, technical, on-the-job training.)
- "What does a person need to study and know for this job?" (Math, science, English usage, other languages, map reading, etc.)
- Have groups share their information with the class.

PROCESSING THE EXPERIENCE

Content Questions:

1. What jobs could someone your age do now?
2. What qualifications are required for these jobs?
3. Can you think of a job that requires absolutely no education or training?
4. What characteristics are important for a sales job? Political jobs? Church ministry? Health care? Farming? Acting? Radio broadcasting?
5. How does what a person learns in school this year affect success in a future job?

Personalization Questions:

1. What talents do you want to continue to develop as you grow toward your future?
2. What new experiences or learning would you like to have in the next two years?

CLOSURE

Say a prayer similar to the following:
"Lord, thank you for the talents and abilities I have and for all the chances I have to learn more about myself, about my world and about you. Help me keep growing and learning so that I can use my gifts and abilities every day of my life for your glory and the good of other people. Amen."

Possible Extension Activities

1. Students might interview at least three working people they know as to the qualifications required for the job they do, the education and training required and what they like or dislike about the job. Also, ask adults what second or third careers they might see for themselves.
2. Have students develop and recite prayers related to this topic.

■

SURVEY OF MY TALENTS, ABILITIES AND INTERESTS

Directions: Think of yourself not just at school, but also at home and in other activities you have tried or are interested in. Complete the survey with as many things as you can think of.

1. Am I a good artist?
2. Am I good in sports?
3. Am I a good storyteller?
4. Am I a good student?
5. What are my best subjects in school?
6. What one or two things am I able to do better than anything else?
7. What things do I find difficult to do?
8. What things interest me?
9. What things bore me?
10. Do I get along well with people?
11. Do I like nature and animals?
12. Do I prefer being indoors or outdoors?
13. Do I prefer working alone or with others?
14. Am I patient and caring when someone needs help?
15. Do I enjoy speaking or performing in front of an audience?

Handout #21 - Lesson 24 (Level D, Part 1)

LOOKING AT JOB REQUIREMENTS

Occupation	Abilities and Qualities Required	How Much Education Required	Important Subjects to Study and Know

Lesson 25

Topic
Substance Abuse Awareness

Student Objectives
The students will:

178. Explore the effects of advertising on making choices
188. Explore the difficulties experienced in breaking habits
190. Develop a series of strategies to reject the drug, while maintaining status with their peer group

Lesson Overview
In this three-part lesson, students first experience a simple exercise in breaking a habit and discuss the influence of habit in their lives. Next, students review persuasion techniques used in advertising and practice challenging these techniques in small groups. Finally, students focus on the influence of peer pressure, consider ways to decide for themselves and practice responses which reject drugs, while maintaining peer status.

Vocabulary
Habit — routine behavior done automatically, without thought or even awareness

Peer pressure — attempts by others of a similar age to influence a person's decisions

Suggested Materials
- Samples of print ads or tapes of radio or TV ads to illustrate persuasion techniques
- "How They Get You to Buy" (Handout #22)
- "I Challenge This Ad!" (Handout #23)
- "Questioning Peer Pressure" (Handout #24)
- "20 Ways to Say 'NO' " (Attachment G)

Teaching/Learning Activities
TEACHER'S ROLE
Call attention to three influences on decisions and behavior (habit, advertising and peer pressure) and provide practice on techniques for challenging and resisting these influences, especially in situations involving alcohol, tobacco and other drugs.

PART 1

ACTIVITY/EXPERIENCE
1. Ask each student to clasp his or her hands together with fingers intertwined (as people do when they are praying). Have students notice which thumb is on top in this position. Now have students re-clasp their hands, this time with the opposite thumb on top. Ask, "How comfortable does this feel?"
2. Tell students that for the next few minutes you will lead them in a series of actions, including clasping their hands together. Each time they do it, they are to remember to do it in the second position (with the other thumb on top).
3. Have students mirror you as you perform a series of actions (touching your nose, making a face, waving your arms, etc.). Return frequently to clasped hands. After a minute or so, stop and ask the "Content Questions."

PROCESSING THE EXPERIENCE
Content Questions:
1. Was it easy or hard to remember to clasp your hands in the new way?
2. What makes it difficult to do this? (Habit, being more familiar doing it the usual way. Each of us has developed a habit of clasping our hands in a certain way. We do it that way automatically, without much thought. Changing the habit or pattern of behavior we are accustomed to requires deliberate thought and consistent effort.)

Personalization Questions:

1. What are some other habits that you have? (Brushing teeth a certain way, tipping back in chair, biting nails, etc.)
2. How easy do you think it would be to break these habits?
3. Which do you think is easier: breaking a habit (such as swearing) or being careful to avoid getting into the habit in the first place?
4. Have any of you ever tried hard to break a habit and succeeded? Did someone or something help you to break the habit?

CLOSURE

The difficulty of breaking a habit is one of the reasons it is hard for people to quit smoking, even when they know it is not healthy to smoke. For this reason it is important to be sure your habits are healthy and good ones. Give some examples of habits.

(Draw from students and then write on board: HABITS ARE HARD TO BREAK.)

PART 2

ACTIVITY/EXPERIENCE

1. Say, "Habits are things we do automatically, without thinking about it. Something else we may often do without thinking is believe what we see and hear in advertisements, movies or TV shows. People who make TV commercials, billboards and other advertising want to influence us to buy and use their products. They use various techniques or tricks to influence us to want their products."
2. Ask, "Think of an advertisement that captured your attention (TV, magazine, signs, radio). What caught your attention?" (If possible, use samples of print, radio or TV ads to elicit responses.)
3. Using "How They Get You to Buy" (Handout #22), discuss the persuasion techniques listed and have students try to find or think of examples of each.
4. Explain, "Ads we remember and believe probably use one or more of the persuasion methods to influence our wants and decisions, whether we are aware of it or not. We can learn to recognize hidden persuasion techniques and to ask ourselves questions to challenge them. One of the important jobs of growing up is learning to make healthy and wise decisions for ourselves."
5. Have small groups of students use "I Challenge This Ad!" (Handout #23) to find and discuss techniques used in ads for tobacco or alcohol. If possible, have magazines or taped commercials available for groups.

PROCESSING THE EXPERIENCE

Content Questions:

1. What are some persuasion techniques frequently used in tobacco or alcohol ads? (You'll be more popular, richer, etc., if you use them.)
2. Why is it important to recognize and challenge these techniques?
3. What are some ways to challenge ads?

Personalization Questions:

1. How much do you think YOU are influenced by ads? On what do you base this?
2. What are some things (games, clothes, food, etc.) that you have wanted because of ads or commercials you saw?

CLOSURE

The hidden messages about tobacco and alcohol often make people believe myths about these drugs. Some of the myths include:

- You have to drink to have fun.
- All good baseball players use tobacco.
- Successful women smoke.
- Drinking is a part of growing up.

What are some other myths that advertisers would like us to believe?

PART 3

ACTIVITY/EXPERIENCE

1. Explain, "One reason that persuasion techniques of advertisers work so well is that they appeal to some basic needs that we all have, especially the need to be accepted and to belong. These basic needs are also what make peer pressure hard to resist. When others the same age try to influence our decisions, there can be a feeling of conflict inside us. Our need to be accepted and to belong to a group may be in conflict with our need to be true to ourselves and to do what we really think is right. Peers can sometimes influence us to make healthy choices. Other times, they may pressure us to take unreasonable risks or to do what we know is wrong."
2. Use "Questioning Peer Pressure" (Handout #24) to discuss ways to think about peer pressure. Then present the following scenario:

   "Suppose your friend claims that smoking is 'in' with all the kids that are fun to be with. He has a pack of cigarettes and wants you to join him after school to smoke them. He says only wimps are afraid to smoke. You do not want to smoke, but you don't want to lose your friend either."

   Ask, "What can you say or do?"
3. Have class brainstorm possible strategies. (See Attachment G, "Ways to Say 'NO'" for suggestions of ways to reject the drug, while maintaining status with peers.) Then ask students to role-play one they think would work best. (See "Possible Extension Activities.")

PROCESSING THE EXPERIENCE

Content Questions:

1. What is peer pressure?
2. How are peer pressure and advertising similar? How do they differ? (They both try to influence you. Peers are personal and near us; ads are always on, but the people are not real to us.)
3. What is an example of positive peer pressure? (When a peer influences you to help someone else.)
4. How can you handle pressure from your peers to do what is wrong, risky or unhealthy?
5. Can you think of some people who became famous or successful by being themselves instead of going along with the crowd? (Martin Luther King, Jr., Jesus, etc.)
6. Why is it important to make your own decisions when peers pressure you to use alcohol, tobacco or other drugs? (It's your body and your life. If you wreck it with drugs, it is you who will suffer, not them.)

Personalization Questions:

1. Name three responses you could use to turn down drugs, cigarettes or alcohol and still be okay with your friends.

CLOSURE

Have students discuss, "What influences our decisions and behaviors? Give an example of each."

Possible Extension Activities

1. Have pairs or teams of students think of various situations involving pressure to use tobacco, alcohol or other drugs. Students present the situations and role-play possible responses.
2. Groups of students may think of a recent movie, TV show, music video or popular song which uses hidden messages (like those on the "How They Get You to Buy" handout) to encourage myths about and use of tobacco, alcohol or other drugs.

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Handout #22 - Lesson 25 (Level D, Part 1)

HOW THEY GET YOU TO BUY

Commercials and ads you remember probably use one or more of these methods of persuasion. These methods can influence you without your even knowing it. If you learn to recognize the persuasion techniques, you probably won't be influenced so easily.

Try to recall an example of some of the persuasion methods below.

1.	TESTIMONIAL	Features advice from an expert, star or famous person.
2.	BANDWAGON	Everybody's buying this!
3.	GLAMOUR	It will make you attractive or "cool."
4.	FLATTERY	You deserve to have this. Nothing's too good for you. Treat yourself!
5.	RELIEF	It will take you away from it all, stop your pain, solve your problems.
6.	ENJOYMENT/NEED	You must have this to have fun, be happy or have friends.
7.	HUMOR	Cartoons, funny situations make people laugh.
8.	REPETITION	Certain words, phrases or product names are repeated.
9.	JINGLES	Easy-to-remember rhymes, sayings and "catchy" music are used.
10.	VISUAL APPEAL	Eye-catching words or images, bold headlines, colorful pictures, etc. are used.
11.	SNOB APPEAL	Rich and famous people use this. You will be like them if you use it.
12.	FACTS & PROOF	Focus is on giving research, numbers, facts. May only be part of the real facts.
13.	SUBLIMINAL	Using soft words or flashes of pictures to get a message to your brain, even though you may not be conscious of the message.

Handout #23 - Lesson 25 (Level D, Part 1)

I CHALLENGE THIS AD!

Directions: Find a magazine ad for tobacco or alcohol, or recall and write a brief description of a radio or TV commercial for beer. Use the following questions to challenge the ad.

1. What method of persuasion is being used in the ad?

2. Is what the ad is suggesting really true? (Will this product really make a person have more fun? Be better looking? More popular? More athletic?)

3. Does anybody really need this product? Does it matter if a lot of other people are buying it or not?

4. Does the famous person in this ad really use or like this product or is she or he just being paid to say this? Do I need or want this product just because someone famous uses it?

5. Is this product healthy or safe for me to use? Is it the best quality for the best price?

6. Does anything in this ad not make sense?

Handout #24 - Lesson 25 (Level D, Part 1)

QUESTIONING PEER PRESSURE

You are responsible for your decisions and you are the one who will experience the consequences of your decisions. Since being yourself and making good choices for yourself is important, think carefully about what you are being pressured to do.

When your peers are trying to persuade you to do something, ask yourself these questions:

1. Do I really want to do what they are asking me to do?
2. Do I feel inside that this is the best thing for me to do?
3. Does it involve doing something that is illegal, immoral or unreasonably risky?
4. Are they concerned about what is best for me?
5. Will I be happy with the possible consequences?
6. What does my conscience tell me is the right thing to do?

Attachment G - Lesson 25 (Level D, Part 1)

20 WAYS TO SAY "NO"

1. "No thanks, I'm not into chemicals."
2. "I'm spacey enough without it."
3. "No, thanks, I have a report due tomorrow and I need to think tonight."
4. "No thanks, I have an allergic reaction to it."
5. "I stayed up late last night and my eyes are already red."
6. "No, I need all the brains I've got."
7. "I'm trying to make the track team and I hear the smoke's bad for your lungs."
8. "Are you crazy? I don't even smoke cigarettes."
9. "I'm not into chemical highs."
10. "No, I've tried it and I don't like it."
11. "I don't want to die young."
12. "No, I already fight enough with my parents."
13. "No, I might want to start a healthy family someday."
14. "No thanks, I just read a new study on its harmful effects."
15. "I'm into wellness."
16. "It doesn't do anything for me."
17. "This is allergy season and my eyes are already red."
18. "No thanks, I don't need that stuff."
19. "I have a big test tomorrow and I'd like to remember what I study tonight."
20. "Chicken? Do you see any feathers on me?"

Lesson 26

Topic

Substance Abuse Awareness

Student Objectives

The students will:

191. Identify the physical and behavior effects produced by nicotine, alcohol and other drugs on the brain and other body parts
192. Identify that heredity has an influence on their own use of nicotine, alcohol and other drugs
193. Identify that addiction is a disease and needs treatment like other diseases

Lesson Overview

Information about drugs and their effects is presented and discussed. Individuals complete a quiz on myths regarding alcohol and then work in groups to find answers to the quiz in an informational handout.

Basic Information

In this lesson and the following lesson, the term "alcohol" refers to the mood-altering drug, ethyl alcohol. Since alcohol abuse is the number one drug problem in the United States and since alcohol is most readily available to young people, it is important not to minimize the dangers of alcohol abuse, as compared with other drugs.

Vocabulary

Drug — substance other than food that, when taken into the body, changes the way the body works

Medicine — drugs intended to cause helpful changes in the body

Chemical dependency — a strong feeling of need for a drug that causes people to keep taking the drug even when it is harmful

Heredity — the passing of family traits from parents, grandparents and other ancestors to their children

Suggested Materials

- "Knowing the Facts about Drugs" (Attachment H)
- "Myths about Alcohol" (Handout #25)
- "Facts about Alcohol Abuse" (Handout #26)

Teaching/Learning Activities

TEACHER'S ROLE

Provide information about alcohol, tobacco and other drugs, their effects on a person's body and mind and risks involved, including the risk of chemical dependency.

ACTIVITY/EXPERIENCE

1. Use "Knowing the Facts about Drugs" (Attachment H) to present information about drugs and their effects. You may duplicate this for use as a study text for students, if desired. Use the "Content Questions" to encourage discussion. This could be done in small or large groups.
2. Distribute "Myths about Alcohol" (Handout #25) and have individual students complete it. Next, divide students into groups of two to four and give them "Facts about Alcohol Abuse" (Handout #26). Have the groups use this handout to search for evidence to prove the truth or falsehood of the statements on "Myths about Alcohol" (Handout #25). Conduct class discussion of evidence found by groups.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is meant by the word "drugs"?
2. What is medicine?
3. Give examples of prescription drugs and non-prescription (over-the-counter) drugs.
4. How do various medicines help a person be healthy? (By fighting disease, preventing disease, relieving pain and symptoms.) Why is it important to read and understand labels and directions for medicines?

5. What are important safety rules for using medicines? (See "Extension Activity.")
6. What does "the risk of harm from drugs" mean?
7. How can helpful medicine be harmful?
8. How does a drug affect more than one part of the body?
9. What is a mood-altering drug?
10. What are three categories of mood-altering drugs?
11. How do depressants affect the body?
12. How do stimulants affect the body?
13. How do hallucinogens affect the body?
14. Which type of drug is caffeine? How does it affect the body? What products contain the drug caffeine?
15. Which type of drug is nicotine? How does it affect the body? What contains nicotine?
16. What type of drug is alcohol and how does it affect the body?
17. What type of drug is marijuana? How does it affect the body?
18. What type of drug is cocaine? How does it affect the body?
19. What is chemical dependency?
20. What is alcoholism?
21. How does chemical dependency or alcoholism affect a person's life? The lives of others?
22. What unreasonable risks are involved in choosing to smoke or chew tobacco? In choosing to drink alcohol? In choosing to take other drugs?
23. What laws control cigarette smoking?
24. What conditions increase the risks involved in drinking or using drugs?
25. How does heredity affect the risks of drinking and using drugs?
26. How can a chemically addicted person or their family get help?
27. Why do alcoholic people keep drinking alcohol, even when it causes them trouble? Why do chemically dependent people keep using drugs? (Because they have a disease and are addicted to it. They need help to quit.)

Personalization Questions:

1. Why do you think most young people choose not to smoke?
2. What reasons would you give for choosing not to smoke?
3. Do you know anyone who has tried to quit smoking? Did habit and dependency on the chemicals make it hard for them to quit?
4. What are some good reasons for you not to drink alcohol? Or use drugs improperly?

CLOSURE

Have students discuss, "What did you learn today about alcohol, tobacco and other drugs that you didn't know before? What new responses could you add to your list of ways to turn down drugs if you are invited to smoke, drink or use other drugs?"

Possible Extension Activities

1. Discuss important safety rules for using medicine. Students could make a poster of these rules. Suggested rules include:
   - Follow directions.
   - Be aware of side effects.
   - Don't take over-the-counter drugs if you don't really need them.
   - Store drugs carefully with labels on.
   - Keep away from small children.
   - Never take someone else's medicine.
   - Keep in touch with your doctor about symptoms and effects of medicine.
2. Discuss how advertising, TV shows and movies promote belief that no one should ever feel pain or discomfort, that medicine will reduce any discomfort quickly and that stronger medicine is better. Have students find examples of ads which promote those attitudes. Practice challenging these notions.
3. Have teams of students think of at least 10 safe and healthy ways to have fun and feel good without taking drugs, drinking or smoking. Have a contest to see which team can think of more ways.

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Attachment H (page 1) - Lesson 26 (Level D, Part 1)

KNOWING THE FACTS ABOUT DRUGS

What are drugs?

Drugs are substances other than food that, when taken into the body, change the way the body works. **Medicines** are drugs intended to cause helpful changes in the body. **Prescription drugs** are medicines that can only be bought with an order from a doctor. ***Over-the-counter drugs*** (OTC) are medicines which can be bought without a prescription in stores.

Examples of medicines include:

Pain relievers and fever reducers (aspirin, ibuprofen)
Antibiotics, which fight diseases, etc. caused by bacteria
Vaccines, which prevent diseases like measles
Insulin, which helps people who have the disease diabetes to live normally.

Safety rules for medicines:

Follow instructions.
Know what it is for.
Keep away from small children.
Store carefully with label on.
Never take someone else's prescription.
Keep in touch with your doctor about effects.

Medicine must be used very carefully. If labels and directions are not understood and followed responsibly, medicines can cause harm to the body.

Risks of medicines include:

Overdose — harmful effects of taking too much of a drug
Side-effects — unwanted effects of a drug on other parts of the body (e.g., stomachache, drowsiness, hair loss, sleepiness)
Drug interaction — different or harmful effects caused by more than one drug in the body at the same time (e.g., alcohol and pain relievers).

Non-medicine drugs:

Caffeine — found in coffee, diet pills, many soft drinks, chocolate and drugs
Nicotine — in cigarettes, cigars, chewing tobacco, snuff
Alcohol — in beer, wine, whiskey, other liquor
Other drugs — cocaine, marijuana, PCP, crack, LSD, heroin, etc.

How drugs affect the body and mind

Drugs are absorbed into the bloodstream (circulatory system) through the stomach or lungs. The circulatory system carries the drug in the blood to all parts of the body, including the brain. Drugs which change the way the brain and central nervous system work are called **mind-altering** or **mood-altering drugs**. The central nervous system (including the brain) is the control system of the body. It controls movement, breathing, heartbeat and other body actions. Mind-altering drugs affect the way a person thinks, feels and acts.

(continued)

KNOWING THE FACTS ABOUT DRUGS (continued)

Alcohol is an example of a drug that slows down the control work of the brain. People using alcohol cannot respond as quickly as usual and are more likely to have accidents, do poor work or lose control of their behavior. Alcohol is a depressant, a kind of mood-altering drug, which slows down responses and body functions. Other **depressants** include: heroin, codeine, valium, opium and other narcotics and tranquilizers.

Stimulants are mood-altering drugs that speed up responses and body functions. Caffeine and nicotine are stimulants. Stimulant drugs are found in the various forms of tobacco, many soft drinks, coffee, diet pills, "stay awake" pills, cocaine and speed.

Another type of mood-altering drug is **hallucinogens**. These drugs change or distort what a person sees, hears, feels, senses or thinks. Some examples of hallucinogens are marijuana, LSD and PCP.

Mood-altering drugs can cause **chemical dependency**. People with the disease of chemical dependency have a strong feeling of need for a drug that causes them to keep taking the drug, even when it is harmful. **Alcoholism** and **drug addiction** are chemical dependencies. These diseases cause many problems for the persons using the drug and for their families and other people in their lives, too. The desire for the drug becomes the most important thing in a chemically dependent person's life. People with the disease of alcoholism or other chemical dependencies are ill and need help in order to get well. Their families need help, too.

Anyone who uses alcohol or other mood-altering drugs risks becoming chemically dependent. Some conditions increase the risks of harm even more. These conditions include using larger or stronger amounts of the drug, although some drugs like cocaine are so harmful that using them even once can cause death. Activities such as driving, swimming, skiing or operating dangerous equipment while under the influence of a drug greatly increase the risk of harm. Differences in people affect how much harm a drug may cause. These differences include age, body size, gender, health, fitness and maturity of body organs.

Children and teens may be harmed more because their organs are not fully developed and because their bodies are smaller and do not contain as much liquid in which the drug can be diluted. (Try this experiment: mix two drops of food coloring in a pint of water and two drops in a quart of water. Compare how strong the color is.)

Heredity is the passing of family traits from parents, grandparents and other ancestors to their children. You inherited some of the ways your brain and body cells would react to alcohol and other drugs. It is important to know how your parents and other ancestors reacted to drugs, including alcohol. Children and grandchildren of alcoholics or chemically dependent people do not inherit the disease, but they inherit a greater risk of becoming alcoholic or chemically dependent if they drink or use drugs.

Handout #25 - Lesson 26 (Level D, Part 1)

MYTHS ABOUT ALCOHOL

Instructions: Answer "True" or "False" after each statement.

1. People drive better after a few drinks. ________
2. I don't know any alcoholics. ________
3. Most alcoholics are skid row bums. ________
4. Alcoholics could just stop drinking if they really tried. ________
5. Alcoholics are morally weak. ________
6. All alcoholics drink in the morning. ________
7. You can't become an alcoholic by drinking only beer. ________
8. Alcoholics drink every day. ________
9. Women don't become alcoholics. ________
10. People who only drink at parties aren't alcoholics. ________
11. Alcohol is not considered a drug and is less harmful than marijuana. ________
12. If parents don't drink, the children won't drink. ________
13. Drinking alcohol helps people think better. ________
14. Alcohol is a stimulant. ________
15. Black coffee and a shower will sober you up. ________
16. People are always friendlier when they're drunk. ________

Handout #26 (page 1) - Lesson 26 (Level D, Part 1)

FACTS ABOUT ALCOHOL ABUSE

1. Q. What is usually meant by the term "alcohol use"?
A. Drinking a substance that contains alcohol.

2. Q. Is it dangerous to drink large amounts of alcohol?
A. Yes. One quart of alcohol drunk by a person of average size is enough to kill him or her.

3. Q. What is a common cause of nonviolent death met by people who get drunk on alcohol?
A. They are helpless and choke to death when they inhale (breathe in) their own vomit.

4. Q. What is meant by "abuse"?
A. Abuse means to use wrongly, to misuse or to use too much.

5. Q. What is alcohol abuse?
A. Drinking so much that it harms or threatens the safety of the drinker, as well as other people.

6. Q. What is an example of alcohol abuse?
A. Driving a car after having had too much to drink. Even small amounts of alcohol can affect a person's ability.

7. Q. What is drunkenness?
A. Drunkenness is the temporary loss of physical or mental powers caused by drinking too much alcohol.

8. Q. What is alcoholism?
A. Alcoholism is an illness that makes a person unable to stop drinking alcoholic beverages.

9. Q. What is a beverage?
A. A beverage is a liquid used or prepared for drinking.

10. Q. Who is an alcoholic?
A. A person who has lost control over his or her drinking habit.

11. Q. Who might become an alcoholic?
A. Anyone who drinks alcohol — male or female, young or old, bright or not bright, educated or school dropout.

12. Q. Why is alcoholism considered to be an illness?
A. Because those who suffer from it rely upon alcohol to get them through the day.

(continued)

FACTS ABOUT ALCOHOL ABUSE (continued)

13. Q. If a person can't seem to have fun without drinking alcohol, might he or she be in danger?
A. Possibly. He or she might be well on the way toward becoming an alcoholic.

14. Q. Which type of drinker is most likely to become an alcoholic?
A. One who drinks to forget his or her worries, to escape from reality or to gain courage to face the problems of living.

15. Q. What is meant by "intoxicated"?
A. Intoxicated usually refers to a person who has drunk so much alcohol that he or she has become unable to function normally.

16. Q. Why is it so important that everyone know about alcohol and its effects?
A. Because alcoholism now ranks as the third leading cause of death in the United States.

17. Q. Should young people be concerned about alcohol abuse?
A. Yes. A government study has reported that more than three million teenagers are suffering with serious drinking problems.

18. Q. What should a person know in order to make a right decision about his or her use of alcohol?
A. He or she should know about alcohol's effects on the mind and body.

19. Q. Is alcohol a drug?
A. Yes. The use of alcohol can become a habit that is hard to break.

20. Q. What is America's number one drug problem?
A. Alcoholism. About 10 million Americans suffer from that illness.

21. Q. Why do many young people start drinking?
A. They follow the example of older people — usually their parents. They believe that "everybody is doing it." They think that they will have a good time if they drink.

22. Q. Why do some people think that it's "cool" to get drunk?
A. They haven't given much thought to the danger they are in when they get drunk and lose sight of what is happening around them. Being clumsy, slow-witted and unable to think or talk is not being "cool."

(continued)

FACTS ABOUT ALCOHOL ABUSE (continued)

23. Q. Is it manly or "macho" to get drunk?
A. It is not any more manly to drink too much than it is to eat too much.

24. Q. Why do many people drink alcoholic beverages?
A. To socialize or to overcome feelings of boredom, anger, sadness, fear or guilt.

25. Q. Which kind of alcohol is used in beverages?
A. Ethyl alcohol obtained from grains, such as barley, corn, wheat or rye, or from fruit juices.

26. Q. Is alcohol medicine?
A. Alcohol does not cure sickness. However, some medicines contain alcohol.

27. Q. Is alcohol an "upper" or a "downer"?
A. Alcohol reduces the brain's control over how a person acts. It is generally considered to be a "downer."

28. Q. Is all alcohol the same?
A. No. Ethyl alcohol is used in drinks. Methyl alcohol — also known as wood alcohol — is used in hair tonics and rubbing alcohol. Small amounts of methyl alcohol can cause blindness; large amounts can kill. Denatured alcohol is ethyl alcohol mixed with methyl alcohol or benzine. It is unfit for drinking.

29. Q. Can a person get "hooked" on alcohol as he or she might on other drugs?
A. Yes. Alcoholics need alcohol, just as addicts need drugs.

30. Q. What danger might be involved when people drink alcoholic beverages?
A. Alcohol can affect their sense of right and wrong. It can cause them to say or do things they might be ashamed of if they were sober.

31. Q. What effect does alcohol have on a drinker's brain?
A. It slows the brain's ability to process information and to control bodily functioning. It reduces a person's ability to judge right from wrong.

(continued)

FACTS ABOUT ALCOHOL ABUSE (continued)

32. Q. After people drink alcohol, are they able to think more clearly and move faster?

A. No. Alcohol dulls their ability to think and slows their ability to move.

33. Q. What happens to some young people who drink too much alcohol?

A. Young people who abuse alcohol usually experience harmful consequences. Their school work suffers. They have difficulty getting along with members of their families. They may drop out of school. They develop health and emotional problems. Some even commit suicide.

34. Q. How does drinking too much alcohol affect a person's employment?

A. Being under the influence of alcohol can affect the quality of one's work. A person may be less productive or more likely to make errors. If operating machinery, this can jeopardize the life and health of the drinker and of others. Frequently missing work or coming in late can lead to being fired. Employers who recognize these signs sometimes require an employee to go to treatment for alcohol or drug abuse.

35. Q. Is being drunk in public a crime?

A. In some states it is; in other states, drunkenness is treated as an illness. However, if people break laws while they are drunk, society holds them responsible for their illegal conduct.

36. Q. Should people get into cars that are being driven by those they feel have had too much to drink?

A. No. Their lives could be in danger if they do. Good friends don't let others drive cars or any motorized vehicle when they are drunk.

37. Q. When the host or hostess at a party offers an alcoholic beverage, is the guest ever right in saying, "No thanks, I'm driving."

A. Yes. Drivers who won't take a drink show that they really care about their lives and the lives of their passengers. They also show that they care for the safety of other people who drive on the highway with them.

38. Q. Is it being unfriendly to say, "No thanks" when an alcoholic drink is offered?

A. No. True friends never try to force alcohol on a nondrinker.

(continued)

FACTS ABOUT ALCOHOL ABUSE (continued)

39. Q. Who are social drinkers?
A. People who accept drinks because others around them are drinking. They can usually "take it or leave it."

40. Q. What risk do social drinkers take?
A. They take a chance that they might become heavy drinkers.

41. Q. Which contains more alcohol: a bottle of beer, a glass of wine or a "shot" of whiskey?
A. All three contain about the same amount: one-half ounce of alcohol.

42 Q. Will drinking coffee sober a person who has had too much to drink?
A. No. Coffee, cold showers and fresh air can help keep a drinker awake, but they won't clear his or her mind.

43. Q. What is a hangover?
A. It's the body's reaction to too much alcohol. People with hangovers often feel tired, have headaches and throw up.

44. Q. Do all Americans drink alcoholic beverages?
A. No. About one-third of all Americans do not drink.

45. Q. Why don't some adults drink alcoholic beverages?
A. Some believe it is wrong to drink alcohol. Some don't like the taste. Some feel that alcohol is bad for their health. Some feel that they should not drink if they are going to drive a car or make important decisions.

46. Q. What reason do some people give for their decision not to drink?
A. They want to keep their bodies and minds clean and alert.

47. Q. Can a young person choose to be drug free?
A. Yes. Choosing not to use alcohol or other drugs is choosing to live a healthy life. Young people who make this choice are finding lots of ways to have fun with their friends without drinking or using drugs.

48. Q. What can a drug-free person do about parties at which others are drinking alcohol?
A. The wisest choice is to avoid parties at which alcohol or drugs are being offered. Find others who also choose not to drink and support each other by attending or hosting drug-free parties.

(continued)

FACTS ABOUT ALCOHOL ABUSE (continued)

49. Q. How can people know when they are being hurt by the role that alcohol is playing in their lives?

A. They hear their friends express concern about their drinking. They begin to drink to get relief from their problems. They sometimes black out while they are drinking. They get into trouble with the police. They can't keep promises made to themselves to cut back on their drinking.

50. Q. Can alcoholism be controlled?

A. Yes. Millions of recovering alcoholics have learned to live without alcohol.

51. Q. What is the first step people must take toward controlling their alcohol illness?

A. They must understand that they are ill and that they need help to get well.

52. Q. How is alcohol abuse usually treated?

A. Alcoholics or chemically-dependent persons are often encouraged or required to receive chemical dependency treatment. Recovery from this disease usually requires education about the disease and its effects and ongoing support in order to live drug free.

53. Q. What is Alcoholics Anonymous?

A. It is a group of recovering alcoholics who help each other to quit drinking and using drugs in order to live a happy and sober life.

54. Q. How might a person obtain free information about Alcoholics Anonymous?

A. Write to A.A. World Services, Inc., P.O. Box 459, Grand Central Station, New York, NY 10017.

55. Q. What is Alateen?

A. Alateen is an organization of young people, ages 12 to 20, who meet regularly all over the U.S. They help one another with family problems caused by parents, family members or friends who cannot control their drinking or use of other drugs.

56. Q. Where can one write to obtain information about Alateen?

A. Write to: Alateen, P.O. Box 182, Madison Square Station, New York, NY 10010.

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Lesson 27

Topic
Conflict Resolution

Student Objectives
The students will:

219. Identify examples of conflict in their own lives
224. Defend the value of peacemaking
231. Identify situations which may lead to conflict and how to improve them

Lesson Overview
Using a story of a typical middle-grade conflict situation, students identify a series of events or cycle of a growing conflict. Students then share examples of other conflict situations they experience. Finally, students are asked to reflect on the value of being a peacemaker.

Basic Information
In this, the first of three lessons on conflict resolution, the idea of a conflict cycle is introduced. In subsequent lessons, this cycle will be used to discuss the role of emotions in conflict and to illustrate points at which a person can choose more effective, healthy and peaceful responses.

Vocabulary
Conflict—disagreement, unrest or struggle between people or within a person

Peacemaking — does not mean avoiding all conflict, but rather involves listening to all sides in a conflict and finding solutions that respect the needs and feelings of everyone involved

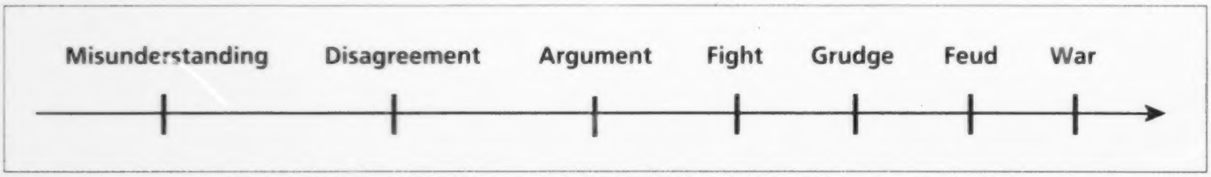
Suggested Materials
- "Tasha's Story" (Attachment I)
- New Testament

Teaching/Learning Activities

TEACHER'S ROLE
Help students to recognize conflict and identify ways conflict grows. Draw attention to the meaning and value of peacemaking.

ACTIVITY/EXPERIENCE
1. Tell the story of Tasha (Attachment I).
2. Write the word "conflict" on the board. Ask, "What does conflict mean?" (Disagreement, struggle, unrest between people or within a person.)
3. Use the continuum in Figure 27.1 to explain the range of conflict from small disagreement to full-blown war. Most wars begin as little conflicts.
4. Ask, "How did Tasha's conflict grow?"
5. Use the "Conflict Cycle" diagram with specific examples from "Tasha's Story" to illustrate how a conflict can grow from a misunderstanding to a feud between groups.
6. Ask students to take a minute to think of some examples of conflicts in their lives and jot them down on paper. Then invite students to share some examples. Help them identify how the conflicts may have grown from small disagreements.
7. Read (or have a student read) Matthew 5:9, "Happy the peacemakers; they shall be called children of God." Ask, "What do you think Jesus meant by 'peacemaking'?"
8. Help students understand that peacemaking does not mean avoiding all conflict, as one might do by hiding or ignoring feelings of hurt or frustra-

Figure 27.1



tion. Rather, making peace means listening to all sides of a conflict and finding solutions that respect everyone's needs and feelings.

9. Ask, "How could Tasha, Annie or Mary have acted as peacemakers?"

PROCESSING THE EXPERIENCE

Content Questions:

1. What is conflict?
2. How does conflict grow? (When people ignore or hide their feelings; when they try to get even, etc.)
3. How does ignoring or hiding feelings cause conflict to grow? (People tend to try to get even, instead of acting appropriately.)
4. How does "getting even" add to the conflict? (It frustrates others and then they make poor choices.)
5. What is peacemaking?

Personalization Questions:

1. Do you think it is possible for people to live together and never have any conflict?
2. Why or why not?
3. Why is it important for us to be peacemakers?

CLOSURE

Write a journal entry or personal reflection about a conflict in your own life and how you can be a peacemaker.

■

Attachment I - Lesson 27 (Level D, Part 1)

TASHA'S STORY

In Tasha's sixth grade class, everyone knows that Annie's group is "the group" to be in. At lunch the other day, Tasha got into the line late and when she got to the table, there was no place to sit with Annie's group. So she had to sit at another table. She felt left out and glared at the girls as they laughed and talked together.

Afterwards, during recess, Tasha didn't join the other girls as she usually did but instead, sat on the swing and sulked. When the bell rang to line up, Mary waited for Tasha by the door and asked what was wrong. At first Tasha wouldn't answer, but Mary begged her to tell her what was the matter. So Tasha blurted out, "Why didn't you save me a place at the table? You know I wanted to sit with you and Annie and our group!"

Mary answered, "The teacher told us we couldn't save a place. But we really wanted to, Tasha. Honest!"

Tasha didn't believe Mary. She just knew the girls had been talking about her and didn't want her to hear them. She felt hurt and rejected. The rest of the afternoon, Tasha avoided Annie and Mary. Even when they got to choose partners in Social Studies class, Tasha refused to be Annie's partner when Annie asked her. After that, Tasha noticed Annie and Mary talking to each other and looking at her.

After school, Tasha deliberately did not sit by Annie and Mary on the bus and rushed straight home from the bus stop without stopping to talk to them as she usually did.

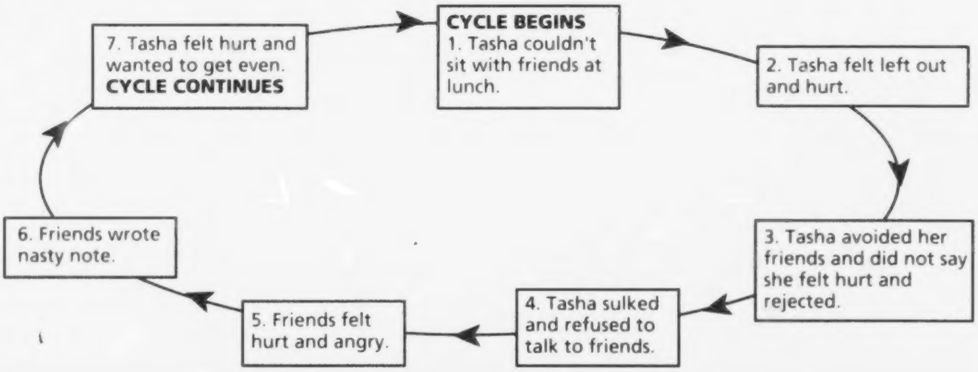
The next morning, Tasha was surprised to see Annie and Mary walk right past her and not say anything. When she got to her desk, she found a note from Annie saying,

> *We don't want you in our group anymore because you are being so snobby!! So you are not invited to my party this weekend anymore.* *—Your ex-friends*

Tasha couldn't understand how her friends could be so cruel. She had even bought a new outfit for the party and now she wouldn't be able to go.

"I'll show them!" she mumbled. "I'm going to tell Casey and Tiffany about how mean and unfair they have been to me! They'll take my side and we'll get even."

Conflict Cycle


CYCLE BEGINS
1. Tasha couldn't sit with friends at lunch.
2. Tasha felt left out and hurt.
3. Tasha avoided her friends and did not say she felt hurt and rejected.
4. Tasha sulked and refused to talk to friends.
5. Friends felt hurt and angry.
6. Friends wrote nasty note.
7. Tasha felt hurt and wanted to get even.
CYCLE CONTINUES

Lesson 28

Topic

Conflict Resolution

Student Objectives

The students will:

220. Explain the value of respecting the needs and feelings of others
233. Identify how emotions affect conflict and explain how to deal with them

Lesson Overview

The concept of a conflict cycle is introduced and explained, along with the influence of basic human needs and feelings. A story is used to help students recognize an example of the conflict cycle. The idea of breaking the cycle by recognizing and respecting needs and feelings is introduced.

Vocabulary

Needs — requirements for survival and health (physical, mental, emotional, spiritual)

Wants — things we desire, but can live and be healthy without

Suggested Materials

- "Conflict Cycle" (Attachment J)
- "Sean's Story" (Attachment K)
- "Sean's Story Conflict Cycle" (Attachment L)

Teaching/Learning Activities

TEACHER'S ROLE

Explain and demonstrate how emotions and choices influence a cycle of conflict and how listening to and respecting one's own needs and feelings and those of others can help bring peace.

ACTIVITY/EXPERIENCE

1. Display the word "conflict" and ask students to recall what conflict means. Review previous lesson concept of how conflicts grow and recall some examples students have given of conflict in their lives.
2. Ask, "Where does conflict come from?" Use "Sean's Story Conflict Cycle" (Attachment J) to point out that conflict begins when someone's needs or wants are frustrated or threatened.
3. Continue with the following explanation: "Every person has basic needs and wants. Needs are requirements for survival and health — physical, mental, emotional and spiritual. Some basic needs are:
   - "Physical survival needs — food, water, air, rest, shelter, etc.
   - "Safety needs — physical protection and emotional feeling of being safe and secure
   - "Belonging needs — acceptance and love from others
   - "Self-esteem needs — recognition and respect from others and ourselves
   - "Self-actualization needs — making the most of ourselves, being all that we can be."

   Continue, "Wants are things we desire, but can live and be healthy without (e.g., stereo, expensive clothes, new toys, etc.).

   "All day long, we make choices which are influenced by what we need and what we want. When our efforts are frustrated, our needs threatened or our wants denied, we react inside. We may feel frustrated, hurt, afraid, worried, angry, sad or put down. Our feelings can alert us to what's happening. We can pay attention to our feelings and decide what the problem is and what we can do about it.

   "If we ignore or hide the feelings, they often grow stronger and sooner or later, we find ourselves acting out, controlled by the feelings. We may sulk and withdraw or we may find ways to 'get even' by hurting someone who hurt us. We may even choose to hurt someone else who had nothing to do with the situation, simply because we think that this person will not hurt us back. When we do this, the cycle of conflict begins to build. Our acting out may frustrate or threaten the needs of someone else and they may react by feeling hurt, angry, afraid, etc. How others choose to act in response to their feelings may cause a new threat or frustration for us. Thus the cycle will continue until someone decides to change it."

4. Tell the story of Sean (Attachment K). Ask students to listen for examples of the way the cycle of conflict builds up. Draw the conflict cycle, using examples from Sean's story (Attachment L).
5. Ask students to think about where in the conflict cycle Sean could have chosen to do something else. Point out that at step #3, a person can do something different. Say, "We can learn not to hide or ignore our hurt or frustrated feelings. Instead, we can stop, calm down and listen to what we are feeling. It is at this point that we can ask ourselves:

- "What am I feeling?
- "What do I need or want here?
- "What does the other person need, want and feel?
- "How can we settle this so we're both satisfied?"

6. Replay the story of Sean at the point where he could have asked himself these questions. Have students suggest how Sean may have answered the questions above.

(Note: The peacemaking process will be further developed in the following lesson.)

PROCESSING THE EXPERIENCE

Content Questions:

1. What is the difference between needs and wants?
2. What happens to our emotions when our needs are threatened or our wants denied?
3. How does ignoring or hiding feelings cause them to grow stronger?
4. What causes the cycle of conflict to continue?
5. At what point in the cycle can a person begin to change it?
6. Why is it important to respect the needs and feelings of others, especially in a conflict?
7. Why is it important to respect and express our own needs and feelings?
8. What are helpful ways to express our feelings in a conflict? What ways are not helpful?

Personalization Questions:

1. What situations are most difficult for you to handle in a peaceful way?
2. Think of a conflict you had. How was the cycle continued?

CLOSURE

Recall a time or situation in your life recently that began with hurt feelings or frustrated needs and grew into a big conflict. What could have helped bring peace sooner? ***Or,*** think of a situation from a TV show that illustrates the conflict cycle.

Possible Extension Activity

Students might work in groups or individually to identify the conflict cycle in examples from TV shows, movies or cartoons.

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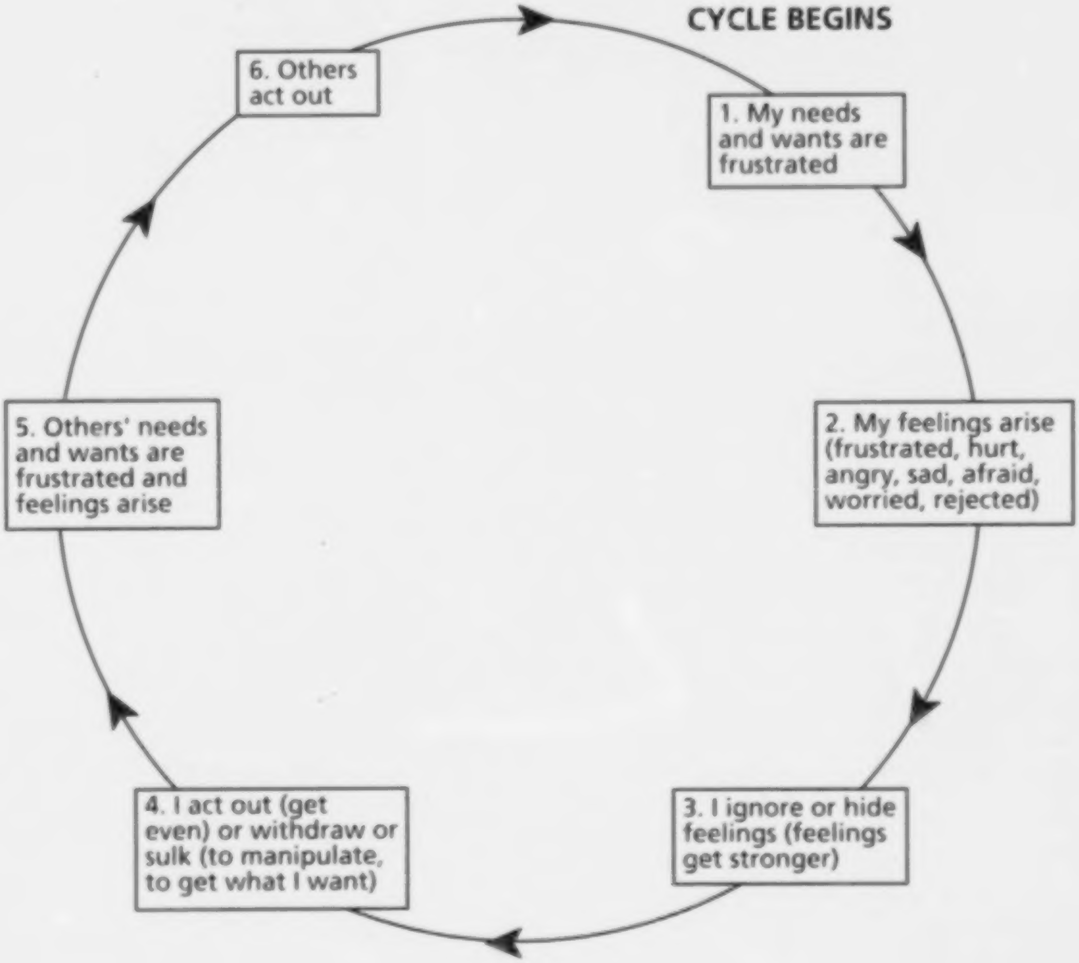
Attachment J - Lesson 28 (Level D, Part 1)

CONFLICT CYCLE


CYCLE BEGINS
1. My needs and wants are frustrated
2. My feelings arise (frustrated, hurt, angry, sad, afraid, worried, rejected)
3. I ignore or hide feelings (feelings get stronger)
4. I act out (get even) or withdraw or sulk (to manipulate, to get what I want)
5. Others' needs and wants are frustrated and feelings arise
6. Others act out

Attachment K - Lesson 28 (Level D, Part 1)

SEAN'S STORY

The fifth grade boys were having their usual game of basketball during recess. Sean had the ball, but couldn't get close to the basket because Willie, who was larger than he, kept crowding in on him. Besides that, Willie kept making remarks to Sean like, "C'mon punk, don't you know what to do with that ball." Sean was getting more frustrated all the time and when he finally shot the ball, he missed the basket. Willie laughed at him and said, "Your sister can shoot better than that." Sean tightened his fists and glared at Willie, but didn't say anything.

The next time Sean got the ball, Willie tried to trip him. Sean tried to regain his balance, but collided with Willie. The ball went out of bounds just as the school bell rang and recess was over. Everyone ran to line up. Willie jeered at Sean, "Better stay out of my way until you know how to walk better, you klutz!"

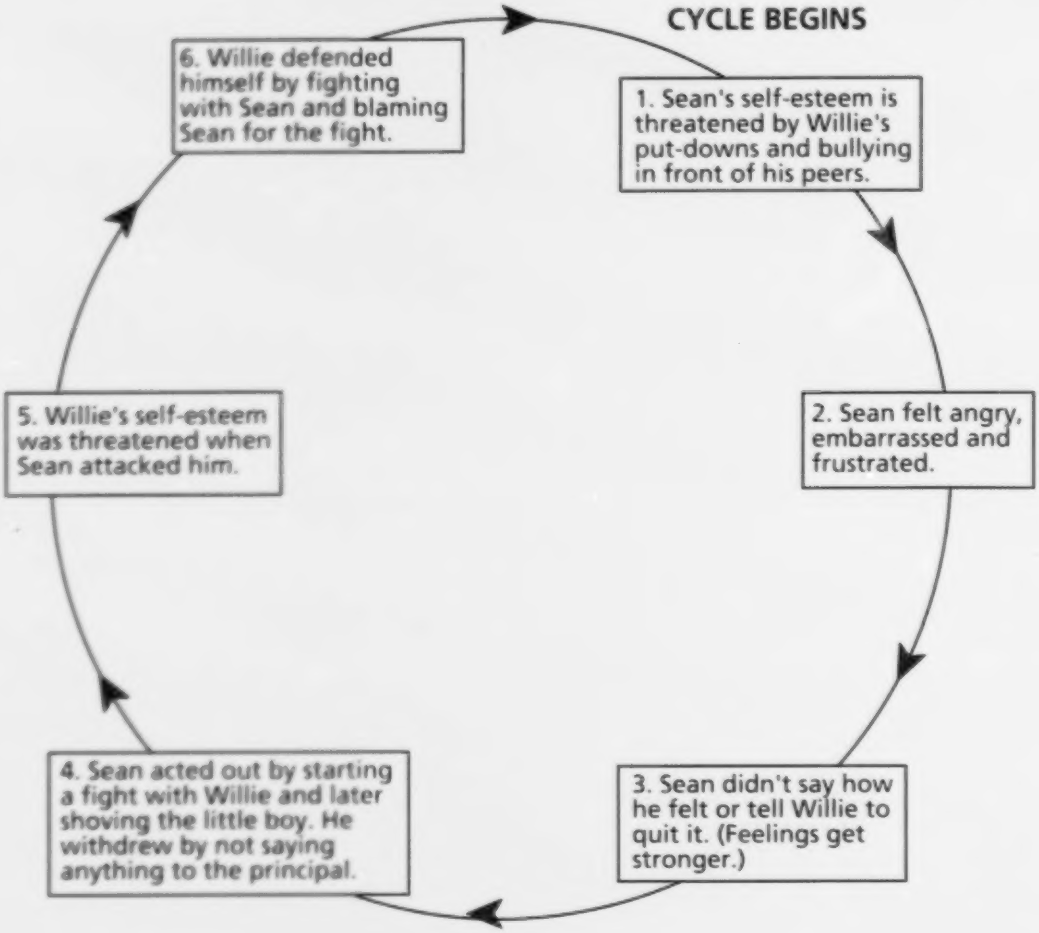
Without thinking, Sean charged at Willie swinging his fists and the two wrestled to the ground. Mr. Jones saw the boys and came to break up the fight. Both boys were sent to the principal's office.

When the principal asked what happened, neither boy answered. Finally Willie said, "He just started fighting me. I don't know why. I didn't do anything. He started it."

The principal asked Sean if he had anything to say for himself, but Sean just glared at Willie and said nothing. The principal said that she had no choice but to call Sean's parents and have them come for a conference tomorrow. Willie smirked as they left the office and Sean swore at him underneath his breath.

At dismissal time that day, Sean dreaded going home and wanted to get even with Willie, but Willie was bigger than he. As he got in line at the bus stop, Sean shoved a second grader in front of him, saying, "Get out my way." The little boy began to cry, but Sean didn't care.

SEAN'S STORY CONFLICT CYCLE



CYCLE BEGINS

1. Sean's self-esteem is threatened by Willie's put-downs and bullying in front of his peers.

2. Sean felt angry, embarrassed and frustrated.

3. Sean didn't say how he felt or tell Willie to quit it. (Feelings get stronger.)

4. Sean acted out by starting a fight with Willie and later shoving the little boy. He withdrew by not saying anything to the principal.

5. Willie's self-esteem was threatened when Sean attacked him.

6. Willie defended himself by fighting with Sean and blaming Sean for the fight.

Lesson 29

Topic

Conflict Resolution

Student Objectives

The students will:

221. Discuss steps of peacemaking (conflict resolution) and practice the process in daily situations
222. Practice different ways of resolving conflict (compromise, consensus, mediation)
223. Practice using prayer and reflection in handling conflicts
232. Explain the role of trust and misplaced trust in conflict resolution

Lesson Overview

Students answer questions to review the content of the previous lessons on conflict and the conflict cycle, as it was illustrated in Lesson 28 with the story of Sean. A simple peacemaking process is illustrated as an alternative to the conflict cycle and students practice applying the peacemaking process to typical conflict situations.

Vocabulary

Compromise — an agreement in which both sides get part, but not all of what they wanted

Consensus — a settlement which all sides agree with

Mediation — an agreement in which an outside person decides how to settle it

Suggested Materials

- "Breaking the Conflict Cycle" (Handout #27)

Teaching/Learning Activities

TEACHER'S ROLE

Guide students as they study a peacemaking process and apply it to conflict situations.

ACTIVITY/EXPERIENCE

1. Review the previous lesson by asking the following questions:
   - "What is conflict?
   - How does conflict usually begin?
   - How are needs, wants and feelings related to conflict?
   - What can cause conflict to increase?
   - What can a person do to help stop a conflict before it gets too big?"
2. Recall the story of Sean (reread if necessary) and display the conflict cycle with examples from Sean's story. (See Attachments from Lesson 28.)
3. Distribute "Breaking the Conflict Cycle" (Handout #27). Draw students' attention to the "Path to Peace" illustrated on the handout. Discuss the steps given:
   - Stop and Think
   - Consider Peaceful Choices
   - Choose Peaceful Words and Actions
4. Ask students to suggest any other peacemaking options they can think of.
5. Practice the peacemaking steps as a class or in small groups, using examples of real life or typical conflicts students this age may have with friends, parents, teachers, on the bus, in gym class, with siblings, etc.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is the difference between a disagreement and an argument or conflict?
2. When is it important to speak up if you disagree? (When values are at stake, when someone might get hurt, etc.)
3. How can a disagreement be settled without becoming a conflict or fight?
4. What steps to peace can you try to remember when a conflict arises?
5. Does walking away from a conflict mean the same as losing? (No, sometimes it stops a fight, lets people cool down so they can talk later, etc.)
6. When is it helpful to walk away? (When something harmful might happen, etc.)
7. How can prayer help solve a conflict?

8. How does asking to calmly talk about a conflict show that you trust the other person?
9. What can you do if the other person refuses to talk about it? (Try again. Have a third person help.)
10. Does disagreeing with someone mean that you dislike the person? (Not necessarily.)
11. How can trusting God help a person be a peacemaker? (You know that truth will eventually surface, it gives you courage to choose wise actions, etc.)

Personalization Questions:

1. With whom do you most often find yourself in conflict?
2. Is there anything you can do to help get along more peacefully with that person or those persons?
3. Which of the peacemaking choices on the handout do you use most often?
4. Which steps are hard for you to do?
5. How can prayer help you be a better peacemaker?

CLOSURE

As a class, discuss (debate) whether the following statements are true or false, based on what you have learned in these lessons:

- A peacemaker is a person who just keeps quiet when someone hurts him or her.
- A good way to end a conflict is to get even.
- People can talk about their disagreements without fighting or putting each other down.
- Jesus never lost his temper or argued with anyone. (See Mark 11:15-17 or Matt. 21:12-17.)

Close the lesson by reciting together the following "Serenity Prayer":

(Explain that the word serenity means peace.)

"God, grant me the serenity to accept the things I cannot change, courage to change the things I can, and wisdom to know the difference."

Possible Extension Activity

Explain that when two people disagree, it does not always mean that one is right and the other is wrong. Say, "Settling a conflict does not mean that someone has to win and someone has to lose."

Display the following words and their definitions:

Compromise: an agreement in which both sides get part, but not all of what they wanted

Consensus: a settlement which all sides agree with

Mediation: an agreement in which an outside person decides how to settle it

Have students look at "Breaking the Conflict Cycle" (Handout #27) to identify which suggested peacemaking options might be examples of each of the above.

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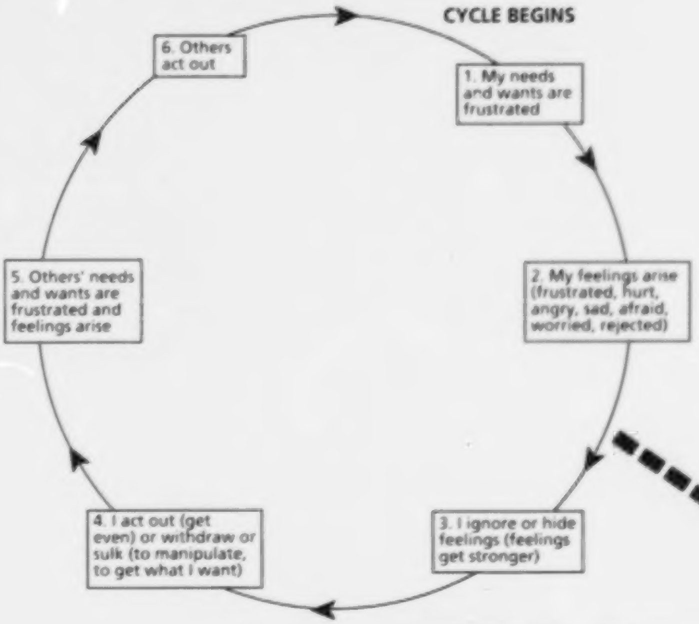
Handout #27 - Lesson 29 (Level D, Part 1)

BREAKING THE CONFLICT CYCLE


CYCLE BEGINS
1. My needs and wants are frustrated
2. My feelings arise (frustrated, hurt, angry, sad, afraid, worried, rejected)
3. I ignore or hide feelings (feelings get stronger)
4. I act out (get even) or withdraw or sulk (to manipulate, to get what I want)
5. Others' needs and wants are frustrated and feelings arise
6. Others act out

PATH TO PEACE

STOP AND THINK:

1. What am I feeling?
2. What do I really want or need?
3. What does the other person really want, need or feel?
4. How can we settle this so we're both satisfied?

CONSIDER MY PEACEMAKING CHOICES:

1. Talk to the other person.
2. Walk away for now to calm down.
3. Ask the person to talk about it later.
4. Pray for help to solve the conflict fairly.
5. Say how I really feel.
6. Ask for what I need or want.
7. Ask the other person what they need or want.
8. Listen to the other person's feelings.
9. Apologize if I need to.
10. Suggest a fair solution.
11. Tell the truth about what I am willing or able to do.
12. Work for a compromise together.
13. Accept "no" for an answer.
14. Let the other person have it their way this time (if it's not so important).
15. Ask someone for advice.

CHOOSE ACTIONS AND WORDS THAT BRING PEACE IN MY HEART AND WITH THE OTHER PERSON OR PERSONS.

Lesson 30

Topic

Cultural Similarities and Differences

Student Objectives

The students will:

241. Define prejudice and identify that it is shown in many ways
243. Discuss the similarities and differences of other people and how their lives are enriched by them
245. Discuss various forms of subcultures and class distinctions in the United States
246. Identify the role of speech patterns in reflecting cultural background

Lesson Overview

Students take a quiz to understand the concept of prejudice in everyday life. They brainstorm examples of the ways in which people may differ. The lesson concludes with an activity to compare different people in order to find how they are also similar.

Vocabulary

Prejudice — making a judgment without knowing the facts; having an opinion of someone without really knowing the person

Suggested Materials

- "Our World Is a Rainbow of People" (Handout #28)
- "We Are All Alike — We Are All Different" (Handout #29)

Teaching/Learning Activities

TEACHER'S ROLE

Help students to understand the meaning of prejudice, to experience and identify their own prejudice and to perceive the differences among people as good. (Teachers also need to be aware of their own prejudices, especially when discussing prejudice.)

ACTIVITY/EXPERIENCE

1. Ask students to jot down their answers to the following questions. (In this first section — Part A — they should respond either "Yes," "No" or "Uncertain.")
   - Do you like salamanders?
   - Do you like braunschweiger?
   - Would you like to live in Japan?
2. Next, have students write beside their first answer for each question, the answer to each of the following Part B questions. (They should respond either "Yes" or "No.")
   - Have you ever owned or cared for a salamander?
   - Have you ever eaten braunschweiger?
   - Have you ever been to Japan?
3. Ask students to compare their answers to Part A and Part B of each question and give themselves a score for each question pair, based on the following chart:
   - If both answers (A and B) are NO:
     Score 0
   - If both answers are YES:
     Score 2
   - If A is YES and B is NO :
     Score 1
   - If A is UNCERTAIN:
     Score 2 (whether B is Yes or No)
   - If B is YES:
     Score 2 (whether A is Yes, No or Uncertain)
4. Tell students to total their scores for the three questions. (Greatest possible score is six.) Explain the meaning of the scores as follows:
   - 6 — You are open-minded and willing to find out the facts.
   - 5 — You form opinions somewhat carefully.
   - 3-4 — You tend to make judgments without knowing the facts. Ask yourself why you have the opinion you have. You may be prejudiced.
   - 0-2 — You are most likely to make judgments without knowing much about the situation. This is a form of prejudice.

5. Ask students what they think prejudice means.

   Define prejudice as "making a judgment without knowing the facts or knowing them and choosing to ignore them; having an opinion about someone without really knowing the person."

   Tell the class, "The opposite of prejudice is open-mindedness, not forming an opinion before knowing the individual person or situation." Discuss the scoring of the above quiz and how it illustrates open-mindedness or willingness to try, even after one bad experience.

6. Explain that prejudice is not the same as disliking someone. Use the following to illustrate:

- "Renae chooses not to play with Louise because she has seen how Louise treats other people: calling Janice a fat pig, giving orders to everyone, getting angry and pouting if she doesn't get her way. Renae doesn't like the way Louise acts.
- "Paulo refuses to play with Trini, a new kid who came from another state. When the other boys ask Paulo why he will not play with Trini, he says, 'Because I don't like him, that's all. I heard he used to live in New York and you know what people from New York are like'."

   Ask, "Which of these stories is an example of prejudice and which is dislike? It is natural to have likes and preferences. If someone we know is usually mean to us, we probably do not prefer to spend time with him or her. However, if we decide that anyone who looks like that person will be mean too, we are practicing prejudice."

7. Tell the class, "Our world and our nation contain many groups of people with different cultures, languages, religions, customs, physical traits and lifestyles." Using "Our World Is a Rainbow of People" (Handout #28), have the students brainstorm and jot down as many examples of ways people in the United States (or in this city, this school or classroom) differ in:

- appearance (hair color, height, style of clothes worn, etc.)
- language and speech pattern (English, Swahili, sign language, Braille, southern dialect, etc.)
- family (size of family, step-families, divorced parents, single parents, relatives living with family, etc.)
- ethnic food (sauerkraut, pasta, sushi, etc.)
- religion (Catholic, Methodist, Baptist, Hindu, Muslim, Jewish, etc.)

   (Add other categories that seem appropriate.)

   Ask, "Which of these are subcultures which, at least on occasion, act as a group?" (For example, Catholics who worship together on Sunday.)

8. Ask, "Who can speak with, or imitate, a Boston speech pattern? a southern speech pattern? a northern speech pattern? a black dialect? What might these speech patterns say about a person's cultural background?"

9. Discuss how our lives are enriched by interacting with many different people and how prejudice can keep people of different cultures, races or backgrounds from getting to know, enjoy and learn from one another.

PROCESSING THE EXPERIENCE

Content Questions:

1. What does prejudice mean? How is prejudice different from dislike?
2. What are some examples of prejudice?
3. If you have an opinion about someone or something without really knowing the person or the facts, then what might your opinion be based on? (In other words, how do you know you don't like anchovies if you've never eaten them?)
4. Why should we avoid forming prejudiced opinions? How does prejudice hurt people, both the person with the prejudiced opinion and the person the opinion is about?

5. How would you feel if someone who does not know you wrote a book about the kind of person you are? How is this an example of prejudice?
6. How do the differences among people of various cultures and from various parts of the country help to make our lives more interesting and more beautiful?
7. How can prejudice keep a person from learning more and being happier?
8. How is being prejudiced like being afraid?

Personalization Questions:

1. Do you think you form opinions before you really know a person or situation very well?
2. What opinions do you have that may not be based on facts or really knowing a person?
3. How can you change opinions that are prejudiced?
4. Have you ever felt that someone else had a prejudiced opinion about you? How did it feel?
5. Think of someone you see as very different from you. Name at least three ways in which you are similar to that person. How can you get to know the person better?

CLOSURE

Think of two people we all know who seem to be very different from each other — perhaps two members of the class (or school personnel) who differ in size, gender, race, interests. Identify and list the ways these two are different and the ways they are similar. Explore family size, eye color, interests, common experiences, number or kind of pets, month or year of birth, favorite season, food preferences, left/right handedness, etc.

(Once the students have done this, conclude that even people who are very different have some similarities and common experiences and even people who seem to be very much alike are different and unique. See "Possible Extension Activities.")

Possible Extension Activity

Using "We Are All Alike—We Are All Different" (Handout #29), have students interview a classmate (perhaps someone who seems either very different or very like themselves.) Have the students fill the columns with as many examples of similarities and differences as they can discover as they talk to each other. They can use the suggestions at the bottom of the sheet for ideas.

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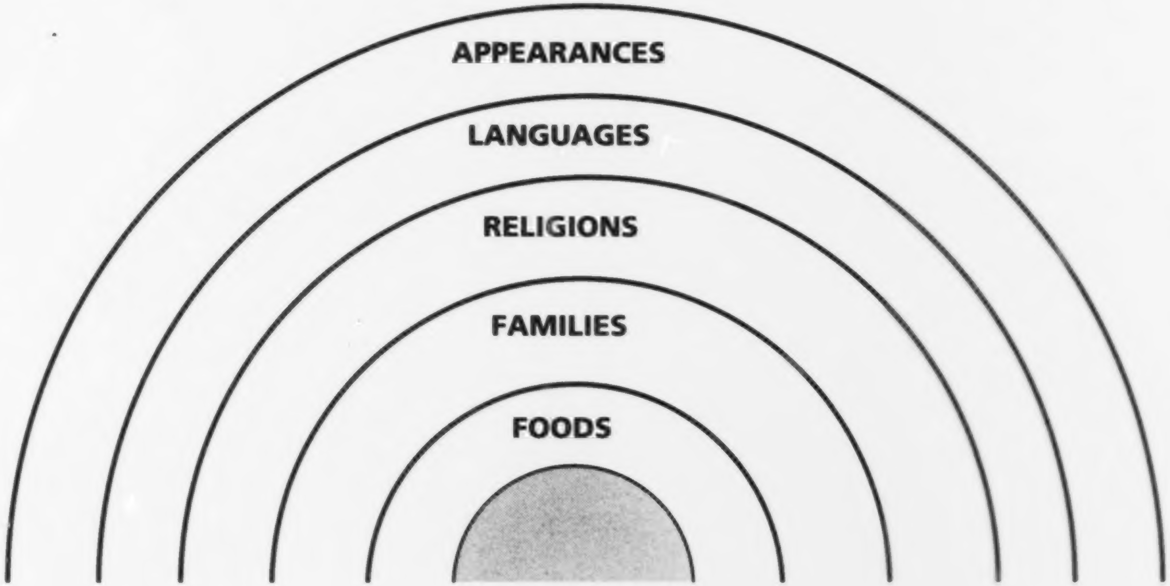
OUR WORLD IS A RAINBOW OF PEOPLE


APPEARANCES
LANGUAGES
RELIGIONS
FAMILIES
FOODS

Directions: Jot down as many examples as you can think of to show ways people can be different in each of the categories on the rainbow. For example: appearance — eye color, height, clothes style, skin color, braces, etc.

Handout #29 - Lesson 30 (Level D, Part 1)

WE ARE ALL ALIKE — WE ARE ALL DIFFERENT

Sameness makes us feel comfortable.
Differences make our life interesting.

MY NAME ______________________________

PERSON I INTERVIEWED ______________________________

LIKE ME	DIFFERENT FROM ME

Appearance, family, interests, where we live/have lived, religion, places we've been, things we've done, favorite foods, colors, sports, pastimes, books, music, customs, languages we know, pets, family history, where and when we were born, etc.

Lesson
31

Cultural Similarities and Differences

Lesson 31

Topic

Cultural Similarities and Differences

Student Objectives

The students will:

247. Define stereotyping and discuss examples of it

Lesson Overview

Students take part in a small group exercise involving generalizations about oranges. They then discuss the meaning of stereotypes and identify stereotypes they've heard and ways to avoid stereotypical thinking.

Vocabulary

Stereotype — an inappropriate generalization or opinion that has become "frozen," so that we don't consider new information that may not fit with what we think we know

Suggested Materials

- One orange for every four or five students in the class

Teaching/Learning Activities

TEACHER'S ROLE

Provide a group experience which illustrates the concept of stereotyping and help students to identify examples of stereotypes and the inappropriateness of each.

ACTIVITY/EXPERIENCE

1. Use the following activity to introduce the concept of stereotyping:
   - Put a number of oranges on a table or desk where everyone can see them. Ask the class to tell you characteristics of oranges (e.g., orange color, juicy, has pits, citrus fruit, etc.). List these characteristics on the board or overhead transparency.
   - Divide the class into groups of four or five and give each group an orange. Have each group study its orange for about five minutes, making note of all special markings, colorings, etc. on it. Each member of the group should "get to know its orange."
   - After five minutes, collect all the oranges and place them back on the table where they were before. Ask one person from each group to come up and pick out that group's orange. (This should not be too hard, since the group has learned the many individual markings of its orange.)
   - Look at the list of characteristics of oranges the class made earlier. Ask if any are overgeneralizations, that is, not really the same for every orange. Ask such questions as, "Are all oranges the same roundness? The same color? Are all oranges juicy? Have you ever had an orange that was not juicy? Are all oranges sweet tasting?"
2. Explain, "When we form an opinion or generalization about a group of things or people without paying attention to individual differences, it is called stereotyping. A stereotype is an inappropriate generalization or opinion that has become 'frozen,' so that we don't consider new information that may not fit with what we think we know."
3. To illustrate overgeneralizations, ask students to consider:
   - "Maria thinks peas taste awful. Peas are green vegetables. So Maria thinks all green vegetables will taste awful.
   - "David got sick one day after he had eaten grapes for lunch. Now David believes that grapes always make him sick.
   - "I know that Jerry cheated on his test. Jerry is in the fifth grade. So I think that all fifth graders cheat."

   Ask students to identify why these generalizations are nonsense.
4. Tell the class, "Overgeneralizations about groups of people can be especially harmful and inappropriate." Have them consider racial, ethnic, age, religious, etc. stereotypes, such as the following:

- "Mr. Jones yells at the neighborhood kids for getting on his lawn. Mr. Jones is old. All old people are mean and not nice to kids.
- "Suzanne is a good dancer. Suzanne is black. All blacks are good dancers.
- "Manuel is on the hockey team. Manuel gets into lots of fights. All hockey players like to fight.
- "Aaron's family is rich. Aaron is Jewish. All Jewish people are rich."

5. Have the class give some examples of other stereotypes that are inappropriate and unfair.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is a stereotype?
2. How are stereotypes formed?
3. How are stereotypes harmful and unfair?
4. What are some examples of stereotypes that you've heard yourself or others express?
5. Where did you get your ideas about what an orange is like? (From seeing and tasting them previously.) If a person had only eaten one orange in his or her life and that orange was sour tasting, might he or she form an opinion that all oranges are sour? What would he or she need to do to change that opinion? (Try tasting more oranges.)
6. How does a person form stereotypes about certain groups of people? (By overgeneralizing from one experience or piece of information.)
7. What would a person need to do in order to change his or her stereotyped opinion about a group of people? (Get to know many different people from that group as they really are.)

Personalization Questions

1. What did you learn about stereotyping from the exercise with the oranges?
2. What stereotypes do you think you, your family or your friends have?
3. What can you do to avoid or change these stereotypes?

CLOSURE

Form small groups and discuss steps you can take to overcome (question) opinions or statements that are based on stereotypes. As a class, make a list of three ways to avoid stereotypes.

(For example, "Stop and think. How do I know if this opinion is correct? Do I know any exceptions to this generalization? How can I get to know the person, situation or facts better?")

Possible Extension Activity

Have the class focus on stereotypes that may be particularly prevalent in your area. They can check the newspapers to find examples of opinions and actions based on stereotypes.

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Lesson 32

Topic

Cultural Similarities and Differences

Student Objectives

The students will:

248. Define racism and sexism and identify examples of each
249. Describe their responsibility to the homeless
250. Defend the dignity of all people

Lesson Overview

After a visual exercise students define and give examples of racism, discuss a statement from the bishops about racism and discuss sexism and other forms of discrimination. "Closure" and "Extension" activities offer a variety of applications.

Vocabulary

Racism — believing or acting as if people of certain races are better than others

Sexism — believing or acting as if males are better than females, or vice versa

Suggested Materials

- Paper dolls cut from black, white, brown, red and yellow paper
- Pictures of people of various races (if available)
- "Racism Is a Sin" (Attachment M)
- Bible

Teaching/Learning Activities

TEACHER'S ROLE

Help students to understand the concepts of racism, sexism and other forms of discrimination and to recognize our moral obligation to challenge these in ourselves and others.

ACTIVITY/EXPERIENCE

1. Cut a paper doll shape from each of the following colors of paper: black, white, brown, red and yellow. Display the figures and ask students why we refer to people as black, red, white, brown or yellow. Compare the paper dolls to actual photos of people of the various races (or to students in the classroom). Ask if anyone is really white or black or red, etc.
2. Ask, "What color skin do people really have?" (There is a wide variety, even within a given race.)
3. Explain, "We use these color names to refer to the many different races of people who live in our country and in the world." Ask, "Why do you think people have different skin colors?" (See "Extension Activity" #1.)
4. Explain that people sometimes form negative stereotypes about all people of a given race. Tell the class, "This is a form of prejudice, being closed-minded and unwilling to consider factual information about individual differences. When these beliefs turn into actions, such as refusing to play with anyone of a certain race, it is called discrimination. Believing or acting as if people of a certain race are better than or not as good as people of other races is called racism."

   Ask, "What are some examples of racism in our country? World? City?"
5. Display the following passage from "Brothers and Sisters to Us," a letter from the Catholic Bishops of the United States (see Attachment M):

   "Racism is a sin: a sin that divides the human family, blots out the image of God among specific members of that family, and violates the fundamental human dignity of those called to be children of the same father."
6. Have the class, as a group or in pairs, discuss the passage above and rewrite it in their own words. Emphasize concepts of "human family," created in the "image of God" and "fundamental human dignity."
7. To introduce the concept of sexism, announce that you have decided to simplify your grading this semester by just giving all the girls good marks and the boys average marks, since girls are usually better students than boys anyway. Add that you have

changed the schedule so that for the rest of the year, only boys will have gym class, since boys are more athletic than girls. While the boys are in gym, the girls will have library time (which boys will not get), since all girls like to read more than boys do.

8. Encourage reactions to your announcement. Ask students what stereotypes and discrimination are evident in these plans. Define sexism as believing or acting as if males are better than females or vice versa.

   (Note: If students contend that, in some ways, boys are better than girls, e.g. men are stronger, ask them to recall the previous lessons on overgeneralizing and stereotypes. Ask, "Are all men stronger than all women? Are there individual differences among men and among women?")
9. Ask, "How might homeless people be discriminated against?" (Not given a chance for a job, etc.)

   Ask, "What can we do for the homeless?" (Pray for them, collect food and toiletries for them, etc.)

PROCESSING THE EXPERIENCE

Content Questions:

1. Why do we refer to people as "white," "black," "red," etc., if skin isn't really that color?
2. What is racism? Give some examples of racism. Why is racism a sin?
3. What is sexism? Give some examples of sexism. Why is sexism a sin?
4. What can we do to avoid or change our own racist or sexist thinking? (Accept facts, realize God created all people equal, ask someone to remind us when we act with prejudice, etc.)
5. What can we all do to help change racism or sexism in our community?
6. Besides racism and sexism, what other ways do people in this country or city discriminate? (Against the homeless, mentally or physically handicapped, mentally ill, alcoholic, etc.)

Personalization Questions:

1. How have you experienced racism or sexism?
2. What can you personally do to reach out to someone who is being discriminated against?

CLOSURE

Work with a partner to make a poster or write a poem or essay which illustrates the themes we have discussed. (Suggested captions may include: "We Are All Brothers and Sisters in the Family of God"; "Racism Is Wrong, God Created Us All"; "The Homeless Are Our Brothers and Sisters, Too"; "Every Human Being Has Dignity.")

Or, work with the rest of the class to write a "Declaration of Dignity," which affirms that all human beings, no matter what race or sex, how rich or poor, how able or disabled, have dignity and deserve to be treated with respect and care.

Possible Extension Activities

1. Have students do research on the causes of differences in skin color. Have students find out what "melanin" is, what it has to do with the sun's rays, how it protects layers of skin, how its presence affects skin color and even hair and eye color.
2. Have students help create a bulletin board display of the various races in our country. Use a large outline map of the United States with the caption: "We are all Americans." Have students find and add pictures of many racial groups in this country.

   (Note: Be sure to have students first identify and avoid stereotypical pictures, such as American Indians with tepees, Asian Americans in Oriental dress, etc.)
3. Have the class plan and celebrate a liturgy or prayer service on the theme: "We Are All Brothers and Sisters in the Family of God." (Suggested scriptures include: Gen. 1:27, 31; Gal. 3:27-28; Col. 3:11; Mark 12:28-33.)
4. Have the class discuss current events in the city or neighborhood that involve discrimination. Make a plan of action to do something about it (e.g., write a letter to the editor, a letter to the city council, etc.).

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Racism is a sin:

a sin that divides

the human family,

blots out the image of God

among specific members

of that family, and

violates the fundamental

human dignity of those called

to be children

of the same father.

From "Brothers and Sisters to Us," Pastoral Letter
by the National Conference of Catholic Bishops, 1984.

LEVEL D
PART 2

Lessons 1-30

Lesson 1

Topic

Individual Differences

Student Objectives

The students will:

277. Describe effects that physical and emotional growth have upon attitudes, behavior and interpersonal relationships
278. Identify physical, mental, emotional and spiritual stages and describe their stage at the present

Lesson Overview

Clothing for a small child is used to introduce discussion about growth patterns. Students measure each other's height and discuss the range of height in the classroom. Information is presented about normal physical, mental, social, emotional and spiritual development. Questions help students identify and appreciate their own progress.

Basic Information

Children this age often become self-conscious about their growth, especially about how they differ from their peers. Providing information about normal growth patterns and the range that exists within normal development can help relieve anxiety. Students often are amazed at how they have grown since early childhood. This is especially true when they consider mental, social, emotional and spiritual growth, since physical growth has been more obvious to them.

Suggested Materials

- Articles of clothing for 3 or 4-year-old child
- Yardsticks or tape measures for measuring height
- "Patterns of Normal Development" (Attachment N)
- "I Can Hardly Believe How I Have Grown" (Handout #30)

Teaching/Learning Activities

TEACHER'S ROLE

Present information about physical, mental, social, emotional and spiritual growth patterns. Help students to identify and appreciate their own progress within the range of normal development.

ACTIVITY/EXPERIENCE

1. Hold up clothing that fits a 3 or 4-year-old child (jeans, shirt, dress). Comment on the marvel that each one of us was once that size. Ask, "Isn't it a wonder how we have grown?"
2. Have students work in pairs to measure each other's height. Ask if any of the students have kept a record of their height or weight as they have grown. Discuss growth patterns, growth spurts, range of height and weight at a given age and differences or similarities between girls' and boys' growth patterns.

   (Note: It may be helpful to have the school nurse show the class the normal growth charts for height and weight. Be sure to emphasize that there is a range for normal height and weight.)
3. Use "Patterns of Normal Development" (Attachment N) to present a brief overview of normal physical, mental, social, emotional and spiritual growth patterns. Emphasize that these are examples of general development, that every person has his or her own timetable and that the range of differences among people gets wider as we get older.
4. Tell the students, "Think of yourself at age three, seven and now.

- "At which age did you know the most people?
- "How did you pray at each age?
- "What did you know about right and wrong at each age?

  Let's share some of our responses to these questions."

5. Draw a chart on the board with the titles "Attitude," "Behavior" and "Relationships," and fill it in as you proceed through this step. Tell the class, "Let's list some ways our physical and emotional growth have affected us. Think of yourself at age three and now. How has the fact that you have grown taller and bigger helped change your attitude? your behavior? your relationships? How has the fact that you are more in control of your feelings and how you express them changed your attitude? your behavior? your relationships?"

PROCESSING THE EXPERIENCE

Content Questions:

1. In what ways do we grow besides physically?
2. What is the normal range of height for persons your age? Normal range in weight?
3. What happens to the range as people grow older?
4. What different physical growth patterns do people have? (Some have spurts of growth at different ages.)
5. What changes in mental or thinking ability usually occur in early childhood through adolescence?
6. How does a child's social world expand as they develop?
7. How do we grow emotionally?
8. What changes occur as we grow spiritually?
9. How does our conscience develop as we grow spiritually and morally?
10. How has your physical and emotional growth affected your attitudes? Your behavior? Your interpersonal relationships?

Personalization Questions:

1. How have you changed physically since early childhood?
2. How has your mental or thinking ability changed since you were in kindergarten?
3. How are you more mature now socially, emotionally and spiritually?
4. How do you think you will change as you continue to grow?

CLOSURE

Complete the "I Can Hardly Believe How I Have Grown" handout with words or pictures describing how you have grown.

Possible Extension Activity

To demonstrate physical growth, have students bring in pictures of themselves as they have grown — from the time they were babies until now (school pictures, for example). Line up the pictures in sequence and compare them, noting changes in shape of face, body, etc. If possible, have students bring in a picture of an older sibling or parent, so they can compare physical attributes.

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Attachment N - Lesson 1 (Level D, Part 2)

PATTERNS OF NORMAL DEVELOPMENT

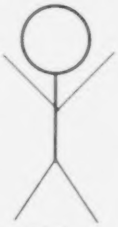
More Than Just Our Bodies Grow

	Early Childhood	Primary Grades	Intermediate Grades	Junior High	Adult
Physical	Rapid growth	Slow, steady growth; Becoming coordinated		Growth spurt; Poor coordination	
			Body shape changes	Voice deepens	
		Boys 45-65 lbs.; Girls 40-60 lbs.;	Boys 60-90 lbs.; Girls 55-90 lbs.;	Girls often taller and heavier than boys	
Mental	Concrete thinking; Aware of here and now			Abstract thinking	
			Can relate to the past	Can plan for the future	
	Attention span: 15-20 min.		25-30 min.	Able to pay attention longer	
Social	Dependent on parent or caretaker; Self-centered	Wants adult attention (parent, teacher)	Boys hang with boys; Girls hang with girls; Clubs, groups	Interest in opposite sex grows	
				Peer pressure	
Emotional	Learns trust in adults	Self-centered; Needs praise	Growing sense of humor; Likes competition	Self-conscious; Worries about being normal	
Spiritual	Avoids punishment	Wants to please teacher/parent; Wants to "be good"	Concerned with fairness and what's right and wrong	Conflict between internal values and peer pressure	

"I CAN HARDLY BELIEVE HOW I HAVE GROWN"

Directions: Think about the ways you have grown since early childhood. Consider physical, mental, emotional, social and spiritual growth. Use words and/or drawings to describe the way you were then and the way you are now.

THEN



NOW

Physical

Mental

Social

Emotional

Spiritual

Lesson 2

Topic
Individual Differences

Student Objectives
The students will:

279. Increase awareness of their individual strengths and limitations
280. Identify differences in learning styles and abilities
281. Accept their differences and limitations
282. Capitalize on both their masculine and feminine traits
283. Be comfortable with their introverted or extroverted personality and try to improve the downsides of that personality

Lesson Overview
After using an imaginary situation to stimulate discussion of individual differences and the advantage of such differences, students complete a survey to explore and share their various learning styles. Discussion questions further explore attitudes toward individual differences, as well as ways people differ (including masculine or feminine traits and introverted or extroverted personalities). As a closure exercise, students suggest ways the class can work together to be aware of, affirm and make use of each member's uniqueness and strengths to help each other this year.

Vocabulary
Learning style — an individual's preferred way of taking in and processing information in order to learn

Introverted — more aware of and concerned with one's own thoughts, feelings, needs and interests

Extroverted — more aware of and interested in the activities, ideas, needs and feelings of others

Suggested Materials
- "Learning Style Survey" (Handout #31)

Teaching/Learning Activities

TEACHER'S ROLE
Help students to become more aware and accepting of individual differences, including strengths and limitations, learning styles and personal traits.

ACTIVITY/EXPERIENCE
1. Ask each member of the class to pretend that she or he is on a deserted island and can have one companion. Put on the board this open-ended statement: "I would want a companion who is __________." Let each student fill in the blank and explain why he or she chose that particular trait. Write responses on the board.

   Some possible responses are: funny (to keep up my spirits); a fast runner (to catch game to eat); a good cook (to fix meals).
2. Develop the idea that society needs people with different qualities and skills. Write "Differences Are Okay" on the board and ask students to brainstorm ways in which differences in people make the world better or more interesting. (See "Extension Activity" #1.)
3. Explain that one of the ways in which individuals differ is the way in which they learn best. Tell the class, "Everyone has a preferred way to learn, a way that works best for learning new things. No one's learning style is better that someone else's because the way that works best for each person is the best for that person." Ask, "Do you know how you prefer to learn, the way that works best for you to learn the most?"
4. Give students "Learning Style Survey" (Handout #31) and ask each one to complete it by marking the choices that are true for him or her. If more than one choice fits, students should number them in the order that they fit best. Remind students

that there are no right or wrong answers for this exercise.

5. When students have completed the survey, have them discuss their responses. Emphasize again that there are many ways that people learn and none is better than others. Explain, "What matters is that each person knows and uses what works best for her or him."
6. There are other ways in which we differ. To discuss masculine and feminine traits, ask students to brainstorm and list characteristics that are stereotyped as "feminine" (fine features, higher voice, likes dolls, good cook, cries, etc.) and "masculine" (deep voice, brave, strong, likes cars, sports, etc.).

   For each characteristic, discuss exceptions to the stereotype. Ask such questions as:

- Do you know any women with deeper voices? Who are race car drivers? Who can't cook well?
- Do you know men who are small? Who cook and clean? Who are gentle? Who are good at caring for babies?"

  Explain, "Every person has some of the qualities we stereotype as 'masculine' or 'feminine'." Ask,

- Why is it good to accept and develop both parts of ourselves?
- Why is it wrong to ridicule or pick on boys or girls who differ from their stereotypes?
- Why are stereotypes not good?

7. Have students draw a chart as in Figure 2.1. Model filling it out by talking through your own traits. Then ask each student to complete one for him- or herself.
8. Throughout the week arrange some one-to-one time to visit with each student about his or her sheet, affirming individual strengths and helping each to set realistic goals to improve him- or herself.

PROCESSING THE EXPERIENCE

Content Questions:

1. What are some ways individual people can be different from each other?
2. Why is it good that people are different from each other?
3. Why do you think children tend to fear or make fun of someone who is different? (We find security in sameness; feel threatened by differences because we think the different person may be better than us or that they will think we are not okay the way we are, so we try to show that they are not okay.)
4. What are some different ways people learn? How many different ways do the students in this classroom learn things? How can we help each other learn more?
5. Every person has many strengths (characteristics and abilities that help a person be happy and do well) and every person has limitations (no one can do everything perfectly well). How does teamwork and cooperation make use of individual strengths to support individual limitations?
6. Is it true to say that not all men and boys are alike and not all women and girls are alike? Give some examples of ways men are different from each other and ways women are different from each other. Should all men be the same and all women be the same? (See "Activity/Experience" # 6.)

Figure 2.1

My Strengths	My Limitations
Masculine Traits	Feminine Traits
I have:	I have:
I would like to have:	I would like to have:
Introverted Traits	Extroverted Traits
I have:	I have:
I would like to have:	I would like to have:

7. Some people are more introverted (more aware of and concerned with their own thoughts, feelings, needs and interests) and some people are more extroverted (more aware of and interested in the activities, ideas, needs and feelings of others). What is positive about each quality? How would being totally introverted or totally extroverted be a limitation? How could an introverted person learn to be more outgoing and interested in others? How could an extroverted person learn to pay more attention to his or her own thoughts, needs and feelings?

Personalization Questions:

1. "Every person is unique." What does this mean? Name something that is unique about you?
2. What are some of your specific strengths, i.e., qualities, characteristics and abilities that you have which help you to be happy and successful in life?
3. What are some of your limitations, i.e., qualities or abilities that you do not have to the extent you would like? (For example, I'm a good basketball player, but I'm not tall enough to do a slam dunk.) Which of these limitations are insurmountable (like blindness or being too short) and which could you find ways to overcome if you chose to spend time, money and effort on them?
4. What are some ways that you learn best? How can you improve the way you learn?

CLOSURE

Differences in individual people make our world, our families and our classroom more interesting. Teamwork and cooperation help people make use of strengths and compensate for limitations. Accepting the strengths and limitations of ourselves and others takes awareness and practice.

Call the class to prayer. (Pause for students to recognize God's presence in their midst.) "God, you have made each of us special. You have gifted each of us with different gifts. We are alike in many ways as we have just discussed. In your wisdom, you made each of us special for you. Help each one of us to use our strengths and to improve ourselves so that we may give even more praise to you. Amen."

Possible Extension Activities

1. Involve students in creating a bulletin board display entitled, "Differences Are Okay." Students might post a collage of pictures illustrating differences in people or written examples of positive aspects of differences among individuals. They might include exploring the many ways in which individuals in this class differ from each other or ways members of each student's family differ.
2. Students might research the "Twelve Apostles," whom Jesus chose to form the first Christian community. Have students list a number of ways in which the apostles differed from each other. Ask, "What was unique about each apostle? Why do you think Jesus chose this person?"

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Handout #31 - Lesson 2 (Level D, Part 2)

LEARNING STYLE SURVEY

Directions: For each item, mark the choice or choices that are true for you. If more than one choice fits you, number them in the order that they fit you most. (1 = most like me, 2 = next most like me, etc.)

1. I like my lessons when they:
___ are easy
___ are fun
___ are hard and challenging to me
___ make me think

2. I like to work best:
___ alone
___ with one friend
___ with the teacher's help
___ in a small group
___ in one big group

3. When studying, I find it hard to:
___ understand the opinions of others
___ express my own opinion in writing
___ do written work
___ make charts or do reports
___ understand the pictures, films or videos
___ learn the new words
___ express my thoughts out loud

4. I most enjoy:
___ reading
___ watching films or videos
___ doing worksheets
___ writing answers to questions
___ talking about my ideas in class
___ listening to other students tell their ideas
___ drawing or making things
___ listening to lessons on tape
___ asking questions
___ listening to the teacher

5. I learn the most from:
___ reading
___ doing projects with others
___ watching films or videos
___ listening to the ideas of my classmates
___ figuring things out by myself
___ listening to the teacher explain things
___ taking part in small group discussions
___ writing answers to questions
___ asking my own questions

6. I like it best when:
___ a few students do most of the talking
___ the teacher does most of the talking
___ we all get to talk if we want to

7. I'm good at:
___ memorizing facts
___ thinking of lots of good examples
___ thinking up new ideas
___ figuring out how something works

8. Sometimes I wish we could:
___ go faster
___ go slower
___ neither, because we go just right

9. Sometimes I feel:
___ smart
___ frustrated
___ mixed up or confused
___ discouraged
___ important
___ unimportant

Lesson 3

Topic

Communication

Student Objectives

The students will:

44. Categorize verbal and nonverbal language as appropriate or inappropriate
45. Assess issues which may require a person to verbalize agreement or disagreement
46. Have the courage to report to appropriate authorities when there is an infraction of a rule or when others are being hurt

Lesson Overview

Students review kinds of communication. A handout elaborates on the significance of words spoken and how they are spoken. Students practice changing the meaning and emotion expressed by changing their tone of voice, emphasis or body language. Discussion questions raise the issues of assertive response to what is wrong or inappropriate and reporting that which is dangerous, illegal or harmful. The lesson ends with individual reflection about the values and virtues evident in one's words and actions.

Basic Information

Throughout this lesson the values of honesty, responsibility, courage and respect for all people should be interwoven. Students may need to be challenged to practice these values in word and actions, rather than give in to prevalent prejudice, apathy or dishonesty.

Suggested Materials

- "Getting the Message Across" (Handout #32)
- "Hear My Words" (Handout #33)

Teaching/Learning Activities

TEACHER'S ROLE

Review concepts of verbal and nonverbal communication and focus discussion on times when it is appropriate to speak up and when it is appropriate to keep silent.

ACTIVITY/EXPERIENCE

1. Write the word "Communication" on the board. Explain that communication is a two-way process of sending and receiving messages. Explain briefly the ways of sending and receiving messages as shown in Figure 3.1. Elicit examples of each.
2. Explain that good communication requires two things: first, that the speaker, writer or signaler sends the message clearly; and second, that the listener, reader or observer understands the message correctly. (See "Extension Activities" #1 and #2.)

Figure 3.1

	SENDING	RECEIVING
Verbal:	Written word — letters, notes, billboards, books, articles	Reading written words
	Spoken word — talking, phone, TV, radio, tapes	Listening to spoken words
Nonverbal:	Body language — facial expression, eyes, posture, movements, tone of voice	Observing body language
	Signals, signs, symbols — traffic signs, hand signals, sign language, signal to be quiet (Shh!)	Seeing and interpreting signs

3. Use "Getting the Message Across" (Handout #32) to review important tips for communicating clearly.
4. To illustrate the "What You Say" section, compare "I statements" and "you statements," such as:
   "You make me so mad." vs.
   "I feel hurt and angry when you..."
   "You're such a slob." vs.
   "I feel irritated when you leave a mess."
5. To illustrate the importance of how something is said, have volunteers try saying the following sentences loudly, then softly. Have them change the tone of voice and emphasize different words.
   - "I never wanted to go anyway.
   - "Do you think you could help me do this job?
   - "Oh, so that's the way you want it.
   - "This is just great."

   After each, ask, "How might this affect the listener's reaction?" and see how many emotions can be communicated.
6. Repeat that communication is both sending and receiving messages. Explain, "To get the message being sent, the receiver must read, listen and observe attentively and thoughtfully."
7. Write "Active Listening" on the board. Explain that active listening is more than just hearing words. Tell the class, "It involves paying attention to body language, tone of voice and letting the speaker know you are trying to understand what is being said."
8. Ask, "What are some ways to be an active listener?" (Responses should include: look at the person; think about what they're saying; notice their body language; notice their feelings; nod; comment; or ask more about what they said.)

PROCESSING THE EXPERIENCE

Content Questions:

1. What does it mean when we say that communication is a two-way process? (The same message needs to be sent and received.)
2. What is body language and how does it affect the way people hear your message? (Either reinforces what you say or contradicts it, e.g., you look mad, but say, "I'm fine.")
3. Why do you think people send mixed messages, that is, when words and body language don't match? (They don't really mean what they are saying or perhaps they are trying to hide their true feelings.)
4. Why is it best to express feelings by beginning with "I" instead of "you"?
5. How can you tell when someone is really listening to you?
6. How can being a good listener help develop friendships?
7. When is it appropriate and important to respond to a speaker? (When asked a question, when you have important information to add or a question to ask, when the speaker is verbally abusive or saying what is not true, etc.)
8. When is it appropriate and wise to be silent? (Not interrupt, wait until emotions cool down, don't add to gossip or put-downs, when your opinions are unkind.)
9. Can you think of a situation in which keeping silent implies agreement?
10. What are some issues that are important to speak up about, rather than keep silent? (Prejudice, stereotypes, racism, cheating, treating people cruelly or unfairly, violence, vandalism, drug use, etc.)
11. When is it important and necessary to report something to appropriate authorities? (Emergencies; illegal activity, including vandalism, drug use, theft or violence to people; dangerous hazards, such as drunk driver, unlocked doors, broken glass, etc.)
12. Why does it take courage to speak up about or report such things?
13. How is this different from tattling or ratting on someone? (Tattling is trying to get someone in trouble. Reporting is being responsible.)

Personalization Questions:

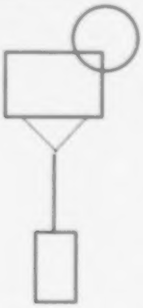
1. Do you think your own words and body language usually match?
2. How do you think someone would describe the kind of person you are, based on what you say and how you say it?

CLOSURE

Use "Hear My Words" (Handout #33) as a tool for individual reflection. (Process if desired.)

Possible Extension Activities

1. To demonstrate nonverbal communication, write some emotions on slips of paper (e.g., happy, surprised, angry, bored, afraid, disappointed). Have volunteers draw a slip and try to communicate the emotions to the class using only posture, gestures and facial expressions. Discuss the values of and difficulties with non-verbal communication.
2. To demonstrate verbal communication, on sheet of paper draw a group of shapes, like this:



Have a volunteer sender and receiver. Do not show the receiver the picture as the sender describes the shapes. Have the receiver then draw what he or she thinks each shape looks like. Have students compare the drawings. Discuss the importance of clear communication.
3. Review body language that communicates being passive, aggressive and assertive. Have students practice assertively asking for help or saying "no" to an invitation.

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GETTING THE MESSAGE ACROSS

Whether people really listen to and understand the message you are trying to get across depends on:

WHAT YOU SAY

1. When you want someone to know how you feel, say, "I feel" or "I'm feeling." They'll listen better because it doesn't sound like you're accusing or attacking them.
2. When you want someone to know your opinion about something, say, "I think" or "In my opinion." It doesn't sound so much like you're being bossy or think you're the only one who knows anything.
3. When you want to make a request, begin with, "Please, do" or "Please don't." It's more courteous and gets better cooperation than demanding or ordering. It's also better to clearly say what you need or want someone to do than to just give a hint or act it out and hope they guess what you want or need.

HOW YOU SAY IT

1. Tone of voice — sarcastic, put-down, bossy
2. Loud or soft
3. What words you emphasize — changes the meaning
4. Assuring that your words match your body language — if not, the message is not clear, it's confusing

Handout #33 - Lesson 3 (Level D, Part 2)

HEAR MY WORDS. SEE MY ACTIONS. THIS IS WHO I AM.

Below are some important values and virtues which people communicate and practice through their words and actions.

Honesty
Fairness
Courtesy

Responsibility
Kindness
Tolerance
Patience

Courage
Respect
Faith

Imagine a videotape of yourself as you go through a day — at school, at home, on the bus, on the playground, in church, with your friends — everywhere you go. Mentally watch and listen to yourself as you communicate with others.

Consider:

- What message do I give people by my body language (posture, expressions, movements)?
- How do I speak to adults?
- How do I speak to kids my age?
- How do I speak to younger kids?
- How do I speak to my family members?
- Which of the values and virtues listed above do my words and actions show?

A change I want to make in how I communicate with others is ______________

____

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Lesson 4

Friendship

Lesson 4

Topic

Friendship

Student Objectives

The students will:

56. Describe different kinds of friendship
59. Distinguish between close friends and exclusive relationships (cliques)
60. Identify the ingredients necessary to build a good relationship (honesty, responsibility, etc.)

Lesson Overview

Students complete a handout identifying qualities that are important to them in friends in various situations. Questions focus on the value of having more than one or two exclusive friends, and on being a good friend themselves. To conclude the lesson, students create a want ad for a good friend.

Basic Information

It is important to direct student focus on general qualities desirable in friends and not to get stuck on names and personalities in the class. You may emphasize that students think of all the people they know or have known, not just current classmates.

Suggested Materials

- "Choosing Friends" (Handout #34)
- Samples of classified section of newspaper, especially personals

Teaching/Learning Activities

TEACHER'S ROLE

Help students to identify qualities that are important in friendships.

ACTIVITY/EXPERIENCE

1. Ask students to identify qualities that would be important for a person who is a parent, coach, teacher, etc. List qualities on the board. Examples include: patient, honest, creative, responsible, sense of humor, etc.
2. Ask students to complete "Choosing Friends" (Handout #34) individually. Even if they cannot think of an actual person to select for each situation, they should still list the qualities that would be important to them.
3. Have students identify different kinds of friendships. List on the board (e.g., close friend, teammate, etc.). Ask:
   - What do all of these have in common? (I know them, I do some things with them, etc.)
   - What are some differences? (I share different things with them, I know some better than others, etc.)
   - What are differences between close friends and cliques? (I like close friends for who they are; cliques exclude others who could become friends.)
4. Use the processing questions to discuss the qualities they identified for various situations. (Ssk students not to tell the names of persons they selected in order to keep the focus on qualities and off personalities.)

PROCESSING THE EXPERIENCE

Content Questions:

1. What qualities are important for each of the situations given?
2. Did you choose the same person or two for almost all of the blanks?
3. Could one person have good qualities for all these situations? (Possibly.)
4. What are the advantages and disadvantages of having the same two or three names on our list of people we would choose? (We could have two or three really good friends; we might not try to make any other friends and could miss a lot of good people.)

Personalization Questions:

1. What qualities are especially important to you in choosing a friend?
2. Do you think you have some of these qualities yourself? Do your classmates see some of these qualities in you?
3. What can you do to improve the kind of friend you are to others?

CLOSURE

Make up an ad for a good friend, "Wanted: A Few Good Friends." Describe as fully as possible the type of person who should apply (important qualities, interests, etc.).

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CHOOSING FRIENDS

Directions: Think of all the people you know (at school, at home, who are older, younger, relatives, or anyone you know or used to know). Which ones would you choose to share with you in the following situations? What qualities do they have that makes you choose them?

SITUATION	WHO I'D CHOOSE	IMPORTANT QUALITIES
Three people to spend a day at an amusement park with me		
Two people to work on a class science project with me		
Three people to be on my sports team		
One person to help me study for tests		
Two people to sit next to me in class all year		
Two people to go with me on a camping trip in the wilderness for two weeks		
One person to help me be more like Jesus		
One person to talk to when I have a hard secret to share about myself		
One person to live with me and my family for the next four years		
One person to give me good advice when I am in trouble		
One person to be my best friend for all of my life.		

Lesson 5

Topic
Friendship

Student Objectives
The students will:

61. Examine the power of peer pressure and its effects on their personal development

Lesson Overview
A story is used to focus discussion on peer pressure and how it affects us. A basis for being oneself is presented in the form of a reading, "You Can Respect Yourself!" (Handout #35). After a brief review of passive, aggressive and assertive responses, students practice assertive responses to peer pressure. An optional extension activity provides an opportunity for families to discuss the realities of peer pressure, even for adults.

Vocabulary
Peer pressure — strong influences from people within a group to make a group member do something

Peers — members of the same class or age group

Passive response — not deciding for yourself, giving in when your rights are not being respected

Aggressive response — being pushy, bullying, forcing others to agree with you without respecting their rights

Assertive response — saying what you want or feel, making your own choice and doing what you decide is right, while still respecting other people

Suggested Materials
- "You Can Respect Yourself!" (Handout #35)
- "Interviewing My Family about Peer Pressure" (Handout #36)
- 3" x 5" slips of paper

Teaching/Learning Activities

TEACHER'S ROLE
Help students to understand what peer pressure is and ways to resist it and be themselves.

ACTIVITY/EXPERIENCE
1. Define "peers" and "peer pressure." Peer pressure makes some decisions hard because it pushes us to say or do things we would not otherwise say or do.
2. Tell the following story:

   "Jennifer was being pressured by her best friend, Nicole, to sneak out of the house at midnight and meet in a secret place. Jennifer did not want to go and said, 'No way! My mom would kill me if she found out.' The next day, Nicole didn't talk to Jennifer, but gave a lot of attention to Sandra, whom Jennifer did not like very much."
3. To focus on peer pressure, ask:

- "How do you think Jennifer feels?
- "What is Nicole doing to pressure Jennifer?
- "Was Jennifer's initial decision a good one? Why?
- "How do you think Jennifer should handle the present situation?"

4. Tell the following story:

   "Thad, DeLeon, Silva and Bob always travel together. They are in the same classroom, play together at recess and play together after school and on weekends. The four boys will play with others, but only when they choose to do so. Lately, Silva is getting a little uncomfortable with some of the things they do at recess. Last week, Bob told Troy, whom Silva likes, that he could not be on their team. When Troy asked Silva why this happened, Silva said, 'They just like to be together.' The next day when Troy tried to join them again, DeLeon yelled, 'We told you yesterday, we don't like your kind!' Troy was upset and cried. DeLeon yelled, 'See what I mean!'"

5. Ask,
   - "How do you think Troy feels? Silva?
   - "Is this 'foursome' a clique?
   - "What should Silva do?"
6. Tell the class, "The need to be yourself and to become whatever you are able to become is a basic need." Give students a copy of "You Can Respect Yourself!" (Handout #35). Read through it and encourage students to keep it where they can refer to it frequently.

PROCESSING THE EXPERIENCE

Content Questions:

1. What does "peer pressure" mean?
2. What role does peer pressure play in each of the stories?
3. What are some ways people your age feel peer pressure? (Fashions, fads, hair, clothes, certain behaviors, smoke, drink, drugs, have boyfriend or girlfriend, be cool, etc.)
4. How do people pressure others? (Put-downs, cold shoulder, promises or threats, trying to make you feel guilty, physical harm.)
5. When can peer pressure be positive? (Talking someone out of doing something dangerous.)

Personalization Questions:

1. What feelings do you have when peers pressure you to do something you don't want to do?
2. How can peer pressure affect a person's growth into a healthy, happy individual (as described in the handout)?

CLOSURE

(Explain that the best way to resist negative peer pressure is to be assertive and briefly explain the difference between passive, aggressive and assertive responses.)

Role-play assertive responses to situations such as the following:

- Several of your friends want to throw firecrackers at the home of another kid they don't like. You think it's a terrible idea. What will you say and do?
- Two of your friends are cheating on a test. They want you to pass the answer sheet on to the next person. You do not want to cheat or be a part of this, but these are two of your best friends. What do you say and do?

Conclude by reading again "You Can Respect Yourself!" (Handout #35).

Possible Extension Activities

1. Conduct a discussion about whether being assertive is consistent with being a good follower of Christ.
2. Have students write on slips of paper things that people their age sometimes dare or pressure each other to do. Collect the papers and draw them out one at a time. For each example, have the class or small groups discuss the risks involved in going along with the pressure. Ask, "What would a Christian response be?"
3. Duplicate "Interviewing My Family about Peer Pressure" (Handout #36). Invite students to use the questions to interview their parents, grandparents, adult siblings or relatives. Schedule a follow-up discussion to process the learning experience.

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Handout #35 - Lesson 5 (Level D, Part 2)

YOU CAN RESPECT YOURSELF!

- Learn to "listen" to yourself. Ask, "What do I think, want and feel? What do I know is right for me to do?"
- Decide what is important to you.
- Set some goals to achieve your own expectations of yourself.
- Use positive self-talk to remind yourself of your strengths and that you are valuable, deserving of respect and loved by God.
- Avoid making decisions that you don't feel good about, that are not what you know is the right thing to do. Take time to think and pray and to talk things over with an adult you trust.

Handout #36 - Lesson 5 (Level D, Part 2)

INTERVIEWING MY FAMILY ABOUT PEER PRESSURE

1. Did you feel peer pressure when you were growing up? In what ways?

2. Do you still feel some pressure to conform to a group? In what ways?

3. Did you ever want your parents or guardians to tell you that you could not do something so that you would have a reason to tell a friend "No"? Explain.

4. What do you think are the best ways for a person to resist peer pressure and be herself or himself?

Lesson 6

Topic

Family

Student Objectives

The students will:

78. Identify some of the values their families hold
81. Develop a healthy approach to resolving a conflict in their family
82. Recognize the need for parents/guardians to work and therefore the need to accept greater responsibility

Lesson Overview

The lesson begins with a story about difficulties in the first family (Adam and Eve). Students then use a game (or handout) to identify what they like about their own families and what they would like to be different. Finally, students learn and practice some basic principles for talking through conflicts in their families. The lesson closes with prayer.

Basic Information

Before beginning to teach this unit, it is important to consider your own preconceptions about families. Be aware that your students may not live with two parents or with either biological parent. Some students may never have known one or both parents, may live with an alcoholic, addicted or abusive parent, may be the primary caretaker in the family, may feel ashamed of their family for some reason or may be grieving the separation or death of a family member. Keep this in mind when making statements about "your mom and dad" or generalizations about what all families are like.

Vocabulary

Family — a close group of people, bound together by blood, marriage or adoption, for the whole of life

Suggested Materials

- "First Family Blues or No Family Is Perfect" (Attachment O)
- "My Family: The Way It Is" (Attachment P)
- "Principles of Talking Through Family Conflicts" (Attachment Q)
- "How to Talk with My Family" (Handout #37)
- "Instant Replay" (Attachment R)

Teaching/Learning Activities

TEACHER'S ROLE

Remind students that, although no family is perfect, families are important for every person's growth and nurturance. Help students to practice healthy ways to approach family conflicts.

ACTIVITY/EXPERIENCE

1. Open the lesson by reading aloud the story of "First Family Blues or No Family Is Perfect" (Attachment O).

   Continue, "One way we can help make our families good places to be is to start by understanding what is really good about our families and realizing what things are not perfect and what we would change if we could."

2. Duplicate "My Family: The Way It Is" (Attachment P) and cut into slips of paper. Either in small groups or as a class, have students take turns drawing a slip and completing it.

   (Note: Be sure to allow the option to pass with dignity if a student is extremely uncomfortable about sharing. This activity may be adapted by using Attachment P as an individual reflection sheet, which students complete. Students then are invited to choose one or two items to share with the class.)

3. Introduce "Principles of Talking Through Family Conflicts" (Attachment Q) by saying, "As we know from the story of the 'First Family Blues,' keeping feelings inside can be dangerous and unhealthy. Sometimes, feelings come out sideways in the unkind ways we act and speak to each

other. Families can learn to talk in helpful ways by following these basic principles."

4. Use "Principles of Talking Through Family Conflicts" (Attachment Q) to present four helpful communication techniques. Distribute "How to Talk with My Family" (Handout #37) for students to complete as you explain each principle.
5. Have students practice the principles by presenting the situations on "Instant Replay" (Attachment R). For each situation, first read the scene as it is described. Then ask the questions provided to help students understand the feelings involved and the principles that were not observed. Then ask students to provide alternative statements that would be more helpful (based on the principles).

PROCESSING THE EXPERIENCE

Content Questions:

1. Since there are all kinds of families (one-parent, two-parent, foster families, step-families, children raised by guardians, etc.), what makes a family a family?
2. What are some of the happy things families share and do together?
3. What problems can cause difficult times for families?
4. When family members disagree, what are some healthy ways to work it out?
5. What are some unhealthy and unhelpful ways of dealing with conflicts?
6. Why is it better to talk about a problem, instead of keeping feelings inside and pretending nothing is bothering you?

Personalization Questions:

1. Whether your family is in a happy time or a hard time, you can always count on God to be with you and to love you. Write a prayer for your family, thanking God for the good things and asking for help to accept what you can't change and change what you can.

CLOSURE

(Ask one or two students to volunteer to read their prayers.)

Possible Extension Activities:

1. Have students make a mobile of their family, using tagboard shapes as follows:
   - "On a piece shaped like a house, place names, drawings or pictures of the people who live in your house, including yourself.
   - "On a circle, place names, drawings or pictures of family members who don't live in your house." (If a student spends much time in a second household, as with divorced parents and a step-family, he or she may wish to make a second house shape to list who lives in that home.)
   - "On a square, place names, drawings or pictures of other significant relatives (such as grandparents, cousins, aunts and uncles).
   - "On a rectangular piece, write what is special about your family."
   - Use a dowel or coat hanger to hang and balance the pieces of the mobile.
2. Lead a discussion of family life as it is portrayed on TV by using the following questions:
   - "Do any of the TV families seem like perfect families? Which ones?
   - "Do any seem unreal? Which ones? What makes them seem unreal?
   - "Are there any TV families that you think you would like to live in? Which ones? Why?
   - "Are there any TV families you would definitely not want to live in? Which ones? Why?
   - "Do some TV family members break the principles we learned about how to talk through conflicts in a family?
   - "Which TV families seem to be the most Christian?"

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FIRST FAMILY BLUES (or NO FAMILY IS PERFECT)

Directions: Use an informal, story-telling tone as you read this story to the class.

Once upon a time, well actually in the very beginning, there was a man named Adam. He was God's creation and God was with him.

Adam lived in a pretty wonderful place. Everything was beautiful and healthy and alive and happy there. Adam enjoyed it all, but he was lonely. God knew that Adam needed someone to love, a family to belong to and care about. So God created Eve and she and Adam became the first family.

Life was really great then, but even the first family wasn't perfect. Adam and Eve made a huge mistake when they didn't trust God and decided to be selfish and do exactly what God had warned them about. That decision really changed their life. They had to work hard and sometimes they had terrible fights. It almost destroyed their family. But even though they went through some very hard times, God was always with them and always cared for them.

Their first son was such a delight. They were so proud of Cain and took good care of their little boy. Of course, Adam and Eve were thrilled when they found out they were expecting another baby. Unfortunately, Cain was not so thrilled.

When Abel was born, Cain was jealous from the start. He chose to do things that hurt Abel and hurt his parents, too. It was a very unpleasant time for the family. When Adam or Eve tried to talk to Cain about his feelings, he would just get angry and run away from them. That was a very unhealthy way to handle his feelings and it hurt everyone in the family.

But Cain was hurting the most and the sad part is that he wouldn't talk about it. He just kept his anger and jealousy and hurt inside, until finally...Well, you know what happened. (Get students to say that Cain killed his brother [See Genesis, Ch. 4].)

Well, that was a long time ago, as I said in the beginning. But families today have some of the same troubles. There are good times, and there are some very difficult times. Maybe your family doesn't seem like such a perfect place to be. Nobody's family is perfect! But our family is the most important place where we belong. Families give us love, protection and guidance and teach us how to live in the world. We get all kinds of things that we need from our families. Even after we grow up and move away, we still keep going home to visit our parents, brothers and sisters. Did you know that human beings are the only creatures who do that?

Your family will have happy times and hard times. That's the way it is. But remember that holding feelings inside is dangerous. You can find much better ways to handle your feelings. You can make choices about how you act in your family. You can choose to talk about your feelings and your problems in ways that will help everyone to understand and get along better.

Attachment P - Lesson 6 (Level D, Part 2)

MY FAMILY: THE WAY IT IS

I wish my family were more:	**I'm glad my family:**	**I wish my family would:**
My family thinks I am:	**The one thing about my family I wish I could could change is:**	**The one thing about my family I would NEVER want to change is:**

Attachment Q - Lesson 6 (Level D, Part 2)

PRINCIPLES OF TALKING THROUGH FAMILY CONFLICTS

1. Remember to **choose words that HELP, not HURT.** Blaming others or pointing out their faults or failures does not help them to listen to you. It hurts. Try being positive and using words that invite others to listen to what you have to say.

2. Watch your tone of voice. **Say what you say in a KIND way; NO NAME CALLING or PUT-DOWNS.** Don't whine or yell. HOW you say something is as important as WHAT you say.

3. **Be sure what you say is TRUE.** Calling someone stupid or saying you're never going to talk to them again is not dealing with reality. Instead, try saying, "I'm really upset about what you just did" or "I'm so mad, I don't want to talk about it right now."

4. Use "I" statements, not "You" statements. **Speak for YOURSELF and about YOUR OWN FEELINGS.** If you feel hurt, say so. Don't say, "You're so mean" or "You make me so mad." Instead say, "I really feel hurt about what you did" or "I get so angry when this happens."

Handout #37 - Lesson 6 (Level D, Part 2)

HOW TO TALK WITH MY FAMILY

1. Choose words that ______________________________,

   not ______________________________.

2. Say it in a ______________________________ way,

   no ______________________________

   or ______________________________.

3. Be sure what you say is ______________________________.

4. Speak for ______________________________ and

   about your own ______________________________.

Attachment R - Lesson 6 (Level D, Part 2)

INSTANT REPLAY

SITUATION #1:
David comes home after school very excited about an award he received today at school. He is talking excitedly to mom about the award and showing her his certificate. Sara, David's older sister, interrupts him saying, "That's no big deal. Everybody gets one of those sooner or later. You're so dumb you don't even know that."

David shouts, "You're just jealous."

Sara makes a face and says, "No, I'm not. Who wants a dumb award anyway?"

QUESTIONS:
What do you think Sara is really feeling? (Jealous, envious.)
What principles did Sara forget? (#1, #2, #3.)
If we replay the scene, what could Sara say instead and how?
Possible alternatives: "I know you're proud of your award, David.
"I was proud when I got an award, too.
"I wish I would get an award like that."

SITUATION #2:
Dad tells the family at supper, "I found out today that the company wants me to move to another state. I think I'm going to have to do it or lose my job."

Dan looks shocked. He yells at his dad, "No way! I'm not moving! I just got used to this school and I just got on the team. You don't care about me. You just care about your stupid job."

QUESTIONS:
What does Dan feel? (Disappointed, angry, powerless.)
What principles did Dan not keep? (#1, #2, #4.)
If we replay the scene, what else could Dan say to follow the principles?
Possible alternatives: "Aw, Dad, do we have to move?
"This is really hard for me to take.
"I don't like the idea of moving now when I just got settled here."

SITUATION #3:
Mom tells Susan that she has taken a full-time job in order to pay rent and bills since the divorce. This means that Susan will have to help do more chores around the house — cleaning, watching her 4-year-old brother Jamie, folding and putting away the laundry.

Susan frowns and says, "What a pain! Why do I have to do all the work? It's not fair! Jamie doesn't do anything, so why do I have to do it all? You're making me a slave. You don't care about me. You're just mean, that's all."

QUESTIONS:
What do you think Susan is really feeling? (Angry, resentful, imposed upon.)
What principles did she forget? (All of them.)
If we replay this scene, how could Susan and her mom talk to each other in more helpful ways?
Possible replay:

Susan: "Mom, I don't like having to change my activities. I wish I didn't have to do so much. I like more time to play with my friends."

Mom: "I know, Susan. I wish I didn't have to work so much, but for now I don't see any way around it. Can I count on you to take on a little more responsibility?"

Susan: "I guess we can all work together in this family to get through this time. I hope it won't always be like this."

Lesson 7

Topic

Family

Student Objectives

The students will:

79. Appreciate personal family relationships
83. Discuss the value of being supportive of their family members during separation, divorce, remarriage, re-divorce

Lesson Overview

Students construct a family puzzle, identifying the qualities and contributions of each person in the family. Students process changes which can occur in families, typical reactions to these changes, helpful responses to change and ways to support others who are adjusting to change. The lesson closes with prayer.

Basic Information

Changes will occur in every family, not all of which are negative experiences. Some changes, like death, divorce, moving or remarriage, are more obviously disruptive. Others are more subtle, like having a new sibling, parents' work hours changing, older siblings leaving home, physical or mental illness, marital stress, financial changes, growing older, etc.

Be aware that there may be students in your class who can think of no positive qualities or contributions for one or more family members. Reasons for this are various and may include the possibility that hidden abuse has or does occur. Be sensitive and avoid adding to whatever hurt or shame may already exist.

Suggested Materials

- Colored sheet of paper for each student
- Scissors

Teaching/Learning Activities

TEACHER'S ROLE

Help students to reflect on and appreciate the contribution made by each member of their family, to understand that families experience changes which can be disruptive and to increase awareness of the process of adjustment and how to support it.

ACTIVITY/EXPERIENCE

1. Give each student a piece of colored paper and instruct them to cut it into as many pieces (puzzle fashion) as there are members in their family. (Let them decide if this includes non-resident family members or not.)
2. On each piece, have the student write the name of one family member and around it some personal qualities and contributions that person makes to the family. (Ask, "Think of what would be missing if this person were not a member of the family.")
3. When finished, have the students assemble the family puzzle on their desks.

PROCESSING THE EXPERIENCE

Personalization Questions:

1. Who in your family is the most talkative? Quietest? Best thinker? Best sport? Most gentle? Strongest? Best decision-maker? Easiest to talk to? Most funny? Best cook?
2. What does the puzzle exercise show you about your family?

Content Questions:

1. Changes will happen in all families. These can be upsetting to everyone in the family, even the adults. But in life, things change. When changes occur, everyone goes through a time of adjustment that can be hard to deal with. What are some things that can change in families?

   (Answers may include some of the following: divorce; new baby;

death of a family member; moving to a new city; serious illness; parent changes work; unemployment; acquiring a step-family; single parent begins dating; change of child-care provider; change of schools; drug or alcohol abuse increases.)

2. When changes happen, people react in different ways. What are some of the feelings and reactions people have when changes happen in their families?

   (Answers may include: get angry; feel it's my fault; cry and be sad; take it out on someone else; not talk to anyone; feel ashamed; pretend it didn't happen; feel afraid; run away; try to make things like they used to be.)
3. What are some helpful ways to deal with these feelings? (Talk about your feelings with someone you trust, go to a counselor, cry, do something fun, write about your feelings, pray, etc.)
4. How can you help someone else in your family when they are having a hard time adjusting to changes? (Tell them that you care about them. Be patient. Take care of your own responsibilities. Write an encouraging note to them. Pray for and with them. Tell them how you feel honestly, but kindly.)

CLOSURE

Think of someone (perhaps yourself) who is going through a time of change in your family.

(In a quiet setting, lead the class in a prayer similar to this one:

"Gentle and loving God, thank you for giving us each a family where we belong and are cared for. Thank you for each person in our family [pause] and all that they add to our life. Please help each person who is going through family changes now. Help them not to be discouraged or afraid of the changes. Help them know that you are with them, no matter what happens. Amen.")

Possible Extension Activity

Have the students write a letter to a family member or friend who is going through changes and adjustment to let them know they support them.

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Lessons 8-12

Topic

Christian Sexuality

Student Objectives

The students will:

Lesson 8

306. Discuss the various functions of the body
307. Learn about the act of reproduction in humans
308. Describe how physical differences between man and woman are complementary in sexual intercourse
309. Relate personal understanding to church's teaching about life and procreation

Lesson 9

284. Appreciate the human body as part of God's creation
293. Develop skills to integrate their developing sexuality into their personal and interpersonal lives
298. Describe and accept the rapid physical, psycho-emotional and intellectual changes accompanying puberty as positive signs of their own growth
299. Appreciate the need to express openly and honestly questions relating to their developing sexuality

Lesson 10

300. Understand a person's need to receive love and share it with others
301. Distinguish the relative importance of the different bases of love, as well as commitment, fidelity, respect and emotional and physical reaction
302. Analyze the importance of signs, touch and words in expressing love
303. Appreciate Christ as a role model — a person who related as a sexual being, but not in a way that involved genital activity

Lesson 11

296. Perceive chastity as a positive virtue, aiding personal and interpersonal growth
304. Utilize opportunity for healthy and balanced interaction with the opposite sex
305. Appreciate that this God-given sexuality enables them to make a fuller personal response

Lesson 12

289. Discuss that babies are born of a loving and sharing married couple
290. Discuss that passing on life is part of God's plan
294. Discuss the sacrament of Marriage as the beginning of a new family unit
309. Relate personal understanding to church's teaching about life and procreation
310. Consider the possibility of forming their own family in the future

Suggested Materials

Teaching materials for these lessons are to be chosen by the local school, since guidelines differ from diocese to diocese.

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Lessons 13-15

Topic

HIV/AIDS

Student Objectives

The students will:

Lesson 13

337. Demonstrate an appreciation of God's unconditional love and relate that understanding to their own treatment of persons with AIDS and other serious illnesses

Lesson 14

331. Understand and appreciate the importance of loving unselfishly and responsibly
338. Understand and appreciate that sexual activity and sexual intercourse have meaning and purpose only within a marriage commitment
339. Define homosexuality and related church teaching
340. Identify four ways the AIDS virus (HIV) is transmitted and prevented

Lesson 15

330. Explain basic safety precautions related to emergency procedures
334. Suggest ways to deal with peer pressure
341. Discuss Christian response and health hazards related to any experimentation with sex or drugs

Suggested Materials

All of the materials for these three lessons can be found in *AIDS: A Catholic Educational Approach to HIV*, published by NCEA, 1992.

◆

Lesson 16

Topic

Moral Decision-Making

Student Objectives

The students will:

98. Explain the role of prayer/reflection in moral decision-making
100. Practice using the steps in making moral decisions
105. Explain the role of conscience formation in making moral decisions
106. Identify a Christian response to a given situation and verbalize reasons for the choice

Lesson Overview

After students explore the meaning and examples of moral decisions, a handout is used to present and clarify steps involved in the process. Students then use a story situation to apply the process.

Basic Information

It is important to actively involve students in the reflecting, verbalizing and role-playing process of this lesson, since moral development is affected very little by lectures and much more by personally engaging with questions and issues and by hearing oneself and others verbalize reasoning.

Vocabulary

Moral — having to do with right and wrong, good and bad conduct

Conscience — the inner ability to recognize and choose actions which are morally right and good

Suggested Materials

- "Steps for Making Moral Decisions" (Handout #38)
- "Jenny's Problem" (Attachment S)

Teaching/Learning Activities

TEACHER'S ROLE

Define moral decision-making, present steps involved in the process and guide students in practicing the process.

ACTIVITY/EXPERIENCE

1. Write "Making Moral Decisions" on the board. Ask students the meaning of the word "moral" (use dictionary, if necessary).
2. Ask, "What is conscience? How can it help us to make moral decisions?"
3. Explain that we make many decisions every day — some big ones, many little ones. Elicit examples (such as: what to wear; where to sit; what to eat; what to do next; whether to answer a question; etc.). Tell the class, "Some decisions have little to do with good or bad, right and wrong, but are simply a matter of preferring one thing over another (like color of clothes, favorite foods, etc.). Some decisions, however, do involve actions which are good or bad, right or wrong, according to our Catholic faith and the values which Jesus taught and modeled. These are moral decisions. They might involve deciding what is a respectful, honest, just, peaceful, caring, responsible thing to do in a given situation."

   Ask for examples of moral decisions that children of this age might make. Include normal daily choices of how to act, like deciding whether to join in ridiculing a new student, whether to tell the truth, playground fairness, whether to offer to help someone, etc.
4. Distribute "Steps for Making Moral Decisions" (Handout #38). Use "Content Questions" to clarify.
5. Then present "Jenny's Problem" (Attachment S, top half). Use the steps to process Jenny's decision:

- What exactly is the problem?
- Whose problem is it?
- What options does Jenny have? Have the class brainstorm responses.

6. If the list of student-suggested options does not include the following, add them:

- "Give Mary the posters and think of another project to do alone." (Ask parents for ideas.)
- "Keep the posters and call stores in neighboring towns to see if they have a chameleon." (Requires parent cooperation.)
- "Apologize to Mary and try to talk her into cooperating on the project.
- "Tell the teacher the problem and that you don't think you can do a project this year."

7. For each option that students suggest, ask:
   - "What might happen? What might be the consequences for Jenny? For Mary? For others?
   - "Is this a Christ-like thing to do?"
8. Role-play some suggested options. To help set up the role-play, ask students to consider: what Jenny would do or say; how others might respond; how it might turn out if Jenny chose this action; and how each person would feel.
9. Finally, ask students to think about these questions (and perhaps write a response): "What do you think would be the best thing for Jenny to do? Why would this be best?"
10. Allow time for students to reflect. Then ask volunteers to explain their solutions and reasons. Continue this process until all who wish to do so have shared their ideas.

PROCESSING THE EXPERIENCE

Content Questions:

1. Why is it a good idea to realize that blaming someone for the problem will not help to solve it?
2. Why is it so important to know exactly what the problem is?
3. How does it help to talk over the problem with someone who will listen?
4. Why is it so important to think of as many solutions for the problem as possible?
5. After thinking of several possible solutions, what should you do before deciding on one of them?
6. Why is it so important to figure out what will happen as a result, if each solution is tried?
7. What makes a decision responsible?
8. How does your conscience help you make a moral decision?
9. How does taking time to think and pray about a decision help?
10. Why stick to a decision?
11. What can you do if the solution doesn't work or more problems come up?

Personalization Questions:

1. Why is it important to take time to reflect and pray when you have a decision to make? How does this help?
2. What can you do if you've made a decision and you realize it was not a good decision? (It will depend on the decision, since some decisions can be changed and others cannot. Depending on the person and the situation, some ideas might be: learn from this situation for the next time; pray regularly; ask for more help from others; etc.)

CLOSURE

(Review the steps of making moral decisions.)

Write for one or two minutes on the following topic: "I am a follower of Christ. I want my thoughts and actions to be________________________."

Possible Extension Activities

1. Have students create a bulletin board display about making moral decisions. Suggestions:
   - List steps.
   - Display various questions involved in making a moral decision.
   - Pose various situations which require a decision to act.
2. Have students work in groups to process a good moral decision in given situations. (See bottom half of Attachment S.)

■

STEPS FOR MAKING MORAL DECISIONS

DO NOT BLAME

First of all, it will help me to understand that blaming someone for the problem will not solve it. If I really want to solve the problem, I will need to put my energy into working out a solution, not into blaming myself or someone else.

1. **DEFINE THE PROBLEM**
   Next, it will probably help me to ask myself two questions and then to answer them:
   - What exactly is the problem?
   - Whose problem is it?

   If it's not my problem, perhaps the best thing to do would be to let the person (or people) whose problem it is solve it themselves or ask them: How can I help you?
2. **FIND INFORMATION**
   If it's my problem and I know what it is, I might decide to ask someone for their help. Maybe I'll need to talk it over with someone for their help. Maybe I'll need to talk it over with someone who will listen to me. Maybe I'll need to pray about it.
3. **IDENTIFY ALTERNATIVES**
   Now, to solve the problem, I'm going to ask myself: What are some things I could do about this?
4. **IDENTIFY CONSEQUENCES**
   Next, I'll need to ask myself, for each idea that I came up with:
   - What will happen to me and to the other people who will be affected if I try that one?
   - Would this be a Christ-like thing to do? (Honest, respectful, caring, just, peaceful, responsible, courageous.)
5. **MAKE A PLAN**
   Finally, I will need to pray and make a decision. If it is a responsible one, it will be the solution that will not harm anyone — me or anybody else — unless it can't be helped for some reason. (Sometimes the best decision is to endure a little pain now instead of a whole lot later on, like deciding to have a cavity in a tooth filled now, instead of having the tooth pulled later.)
6. **MAKE THE DECISION**
   If I follow through in a responsible way, I will make the decision and stick to it. If the decision doesn't work or causes more problems, I'll start all over again to solve those. Another thing — I'll try not to blame anybody else for those problems.

JENNY'S PROBLEM

The school Science Fair is just one week away. This year, Jenny decided to do a project with her friend, Mary. The teacher thinks the girls have a great idea for their project. To show how animals adapt, the girls have made five different background posters. Mary said she could get a chameleon from the pet store where her dad works. The girls found out that it was the only pet store in town that has a chameleon right now.

This morning, Jenny and Mary had a big fight over something Jenny said about Mary's other friends and now Mary isn't talking to Jenny. Jenny just found a note from Mary that says:

> *"You can forget about doing the science project together. I'll do it myself. I think you should give me the posters since my dad is the one who has the chameleon."*

For use with "Extension Activity" #2:

CHRIS' PROBLEM

Chris studied for a social studies test with Pat. Pat was a big help and seemed to know exactly what to study. The test is tomorrow. At noon today, Chris found out that Pat had stolen a copy of the test and that's what the two were studying from. What should Chris do?

HANRA'S PROBLEM

Hanra and the twins, Kim and Kelly, were in the local store. Kim and Kelly decided they wanted some more discs for their new CD player, but they didn't have enough money. They each decided to steal a CD and asked Hanra to do the same. Hanra asked them not to and went to another aisle. When they got outside, Hanra discovered that they each stole a CD. What should Hanra do?

Lesson 17

Topic

Moral Decision-Making

Student Objectives

The students will:

107. Consider who or what influences their decisions
108. Recognize peer pressure in their lives
109. Discuss the need for courage and fortitude in making moral decisions

Lesson Overview

Students use a target shape to identify and write the greatest influences in their lives. Discussion of the process focuses on the significance of various influences, peer pressure, conscience formation and the need for courage and fortitude in making moral decisions.

Basic Information

This exercise introduces youngsters to an awareness of the influences in their lives. In recognizing these influences, they become aware of feelings and values.

Vocabulary

Influence — power to affect someone's choices and behaviors

Conscience — the inner ability to recognize and choose actions which are morally right and good

Conscience formation — the process of growing in responsibility for making moral decisions, based on personal beliefs and values

Fortitude — strength of mind that enables a person to meet danger or bear pain or hardship with courage

Suggested Materials

- "Target of Influences" (Handout #39)
- "What I Value" (Handout #40)

Teaching/Learning Activities

TEACHER'S ROLE

Guide students in a process of identifying and sharing who and what influences their decisions.

ACTIVITY/EXPERIENCE

1. Ask students who or what influences them (or who or what they think influences children their age). Have the students brainstorm all the elements in their lives — TV, parents, friends, money, fashions, personal needs, etc.
2. Give students "Target of Influences" (Handout #39). Instruct them, "Think about choices you make day after day, like how you dress, where you go, what you do, who you do it with, how you spend your time, how you act and speak to others.

   "In the center of the circle is 'ME.' In the next circle, write the name or initials or relationship of the individual who is most influential in your life (the one whose opinion matters the most to you, whom you want to imitate or be like). In the next circle, write the next most influential and so on. There are eight circles after 'ME'."
3. Ask students, "What is the relationship of the person (or thing) in the first circle (e.g., dad, mom, current teacher, best friend, etc.)?" Quickly ask how many others had that same person (relationship) in the first circle and record tally. Continue asking students who is in the first circle until all influences have been listed. Then move to the second circle and repeat the process until all influences on the target are listed.

   (Note: Specific names are not necessary, but how the person is related is significant. Be sure to keep this process moving so it doesn't drag.)

4. When the tally is completed, ask the class to look at what are the greatest influences for them and their classmates. Use "Content Questions" for discussion.
5. Remind students that influences can be as helpful or as detrimental as we let them be. Say, "In the end, in spite of all influences, it is up to each of us personally to make our own choices, according to our own conscience." Ask students, "When things get muddled or confused in your life, how should you deal with it?"

PROCESSING THE EXPERIENCE

Content Questions:

1. What seems to be a greater influence for people at this age? Friends, family or what?
2. What is the difference between being influenced by someone's example and peer pressure?
3. How much influence do you think TV has on you? MTV? Fashions? Music? Money or rewards? Religious beliefs? Grandparents? Older siblings?
4. If most children your age are strongly influenced by peers, what does that tell you about how what you do or say affects other children?
5. Can peer pressure be positive? How? Give examples.
6. When might the various influences in your life be in conflict? What do you need to do when this happens?
7. How can your conscience help you when you feel confused by influences that pull you in different directions?
8. When does making a moral decision require courage and fortitude?

Personalization Questions:

1. Look at your "Target of Influences" sheet. How has it been changing over the past few years? Do you think it will continue to change? What would you like to be the greatest influence in your life when you are 20 years old? 80 years old?
2. Who is inspiring to you as an example of courage and fortitude in making a moral decision?

CLOSURE

Take your "Target of Influences" sheet home and "lose" it in a drawer. "Find" it a few years from now to see how you have changed.

Possible Extension Activity

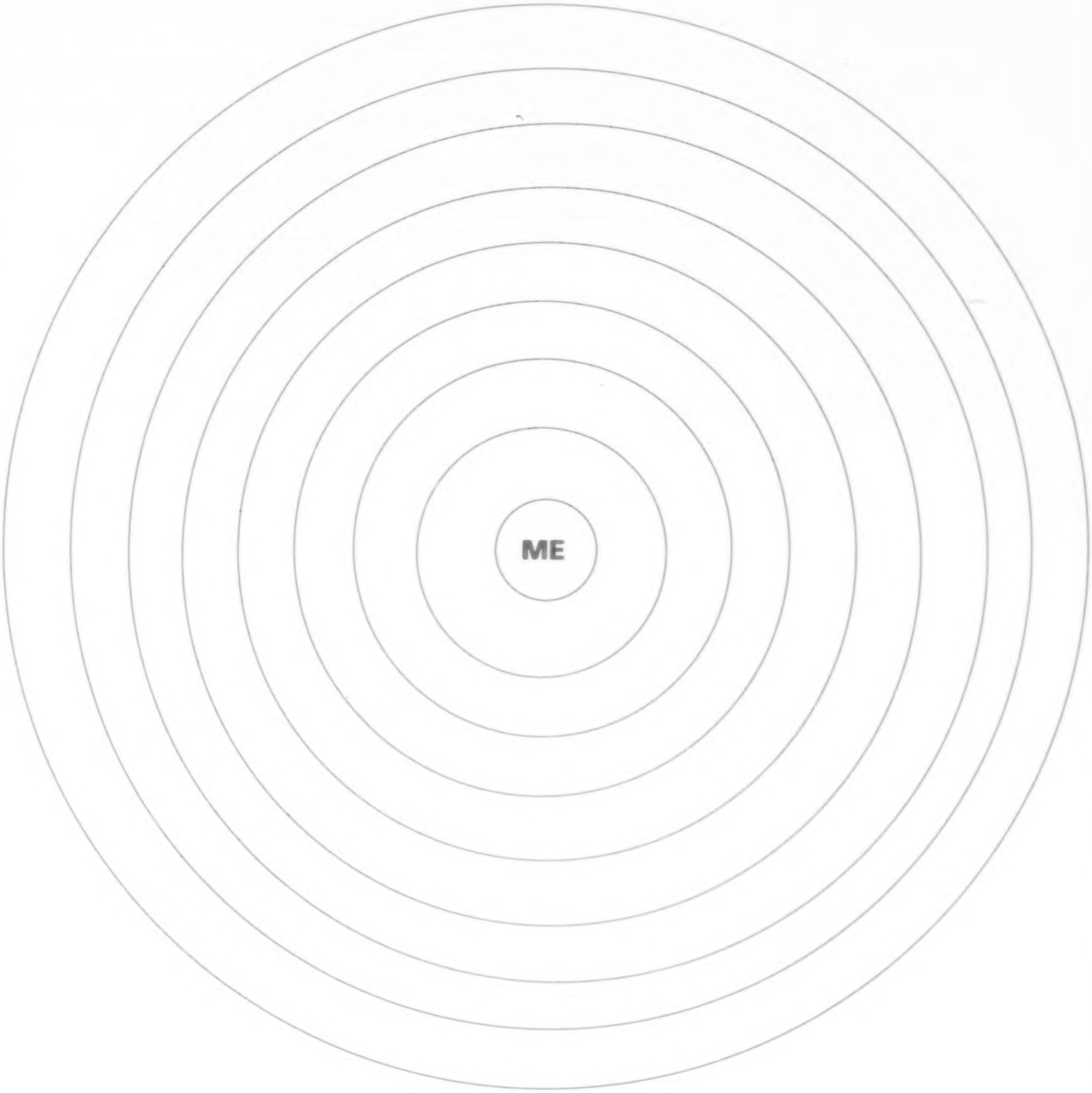
Give students "What I Value" (Handout #40). Have them choose the five most important values that influence their decisions and rank them in order from #1 to #5. Discuss how values influence our decisions and behaviors.

■

Handout #39 - Lesson 17 (Level D, Part 2)

TARGET OF INFLUENCES

Directions: Everyone is influenced in different ways by different people. In each circle, write the name or initial of someone who influences what you do. In the circle next to "ME" should be the person who influences you most, then the next greatest influence, etc.



Handout #40 - Lesson 17 (Level D, Part 2)

WHAT I VALUE

Fill in the following blank with the values that are very important in guiding your decisions right now in your life. Circle the five greatest influences for you, adding any of your own that are not included on the list. Then rank order those five from #1 to #5.

I believe that ______________________________ is very important in my life right now and guides many of my decisions.

_____ having time alone
_____ having time to use my imagination and be creative
_____ being healthy
_____ being liked by other people
_____ earning and having money
_____ loving and being loved
_____ having free time
_____ getting to know myself better
_____ being a good Christian
_____ having my parents' approval
_____ having a happy family
_____ doing well in school
_____ appearance (dressing and looking good)
_____ being a responsible person and having my act together
_____ being smart and intelligent
_____ helping others

Others:

_____ ____
_____ ____
_____ ____
_____ ____
_____ ____

Lesson 18

Topic

Moral Decision-Making

Student Objectives

The students will:

102. Increase awareness of the consequences of decisions, especially how they affect others
110. Practice group decision-making

Lesson Overview

After clarifying the meaning of consequences, students use a webbing format to identify possible positive and negative consequences of various options. Small groups practice this webbing process with given situations and after class discussion, arrive at a group decision about the best course of action.

Vocabulary

Consequence — a natural or logical result of a given action

Suggested Materials

- "Positive/Negative Consequences" (Attachment T)
- "What Would You Do?" (Attachment U)
- "Webbing of Positive/Negative Consequences" (Attachment V)

Teaching/Learning Activities

TEACHER'S ROLE

Guide students in the process of identifying both positive and negative consequences of specific choices and help them practice a group decision-making process.

ACTIVITY/EXPERIENCE

1. Ask students what is meant by "consequences." Stress that consequences are sometimes positive, sometimes negative and sometimes both.
2. Present the following situation to the class:

   "Suppose that you were told a rumor about your good friend. The rumor is very unfair and everyone is laughing about your friend. Your friend does not know what is being said."
3. Ask, "What are some possible ways you could choose to respond to this situation?" As students give alternatives, use a webbing format to record options. (See Attachment T, "Positive/Negative Consequences.")
4. For each of these possible choices ask:
   - "What might be some likely consequences, both positive and negative?
   - "What new choices does each consequence lead to and what are possible consequences of these new choices?"
5. Select situations from "What Would You Do?" (Attachment U). Divide the class into groups of three or four students. Give each group a situation and have them use the webbing process (Attachment V) to brainstorm possible choices and the various consequences that may result. Remind students to consider the effects on others, as well as on themselves. After a reasonable amount of time (10 minutes), draw groups back together for discussion using the processing questions.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is meant by the word "consequences"?
2. How can consequences be both positive and negative?
3. Why is it important to consider not only how our actions affect ourselves, but also how they affect others?
4. How does considering possible consequences help a person make a good moral decision?
5. What are "short-term consequences" and "long-term consequences"?

6. What might be the short-term consequences and the long-term consequences of deciding not to study for a big test? Of deciding to cheat on a test? Of deciding to shoplift?

Personalization Questions:

1. What decisions are hardest for you to make? The easiest?
2. Who is affected most by your decisions regarding how you speak and act in the classroom? On the playground? On the bus? At home? At a shopping mall?

CLOSURE

(Reassemble small groups who did the webbing exercise.)

As a group, make a decision about what the best course of action would be in your webbing exercise and why. You can write your decisions and reasons and then present them to the class.

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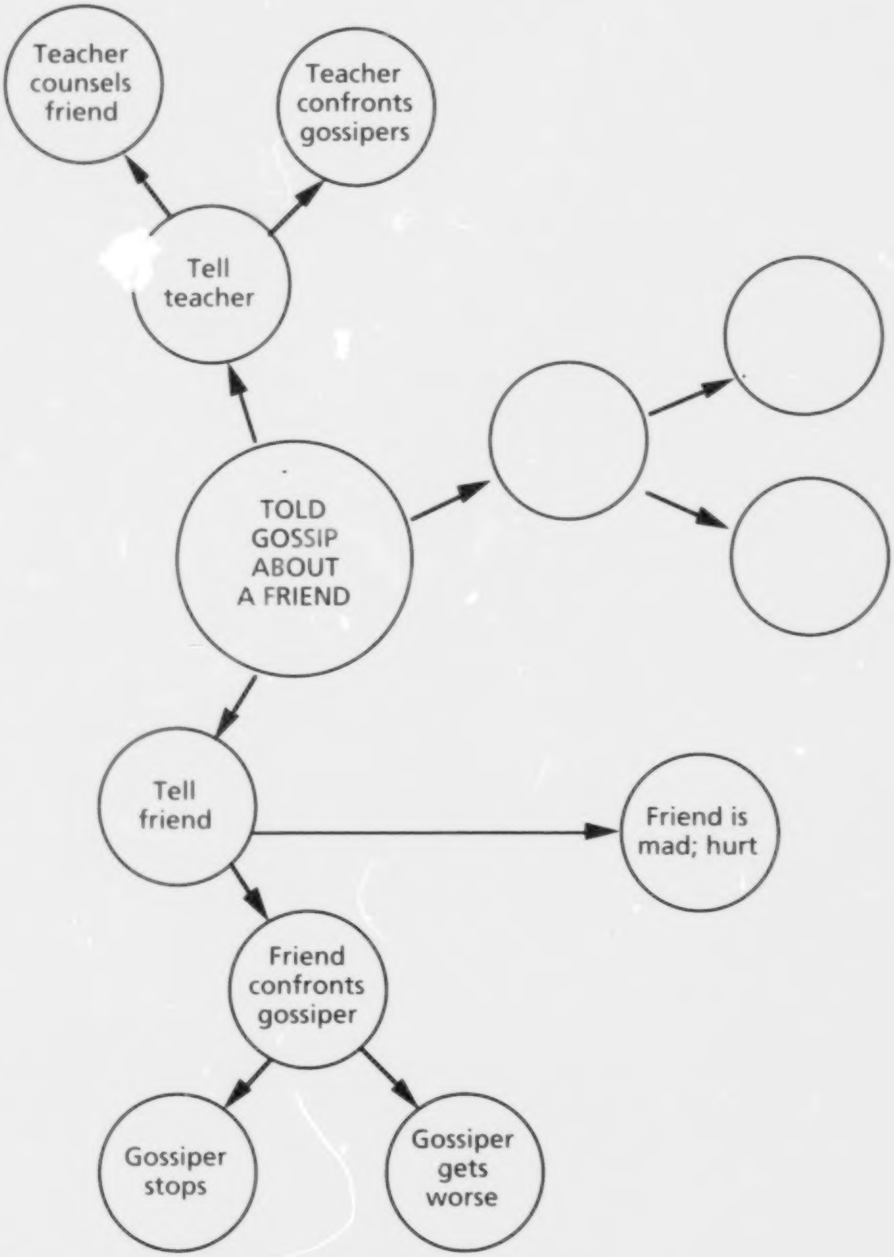
Attachment T - Lesson 18 (Level D, Part 2)

POSITIVE/NEGATIVE CONSEQUENCES
(EXAMPLE OF WEBBING)

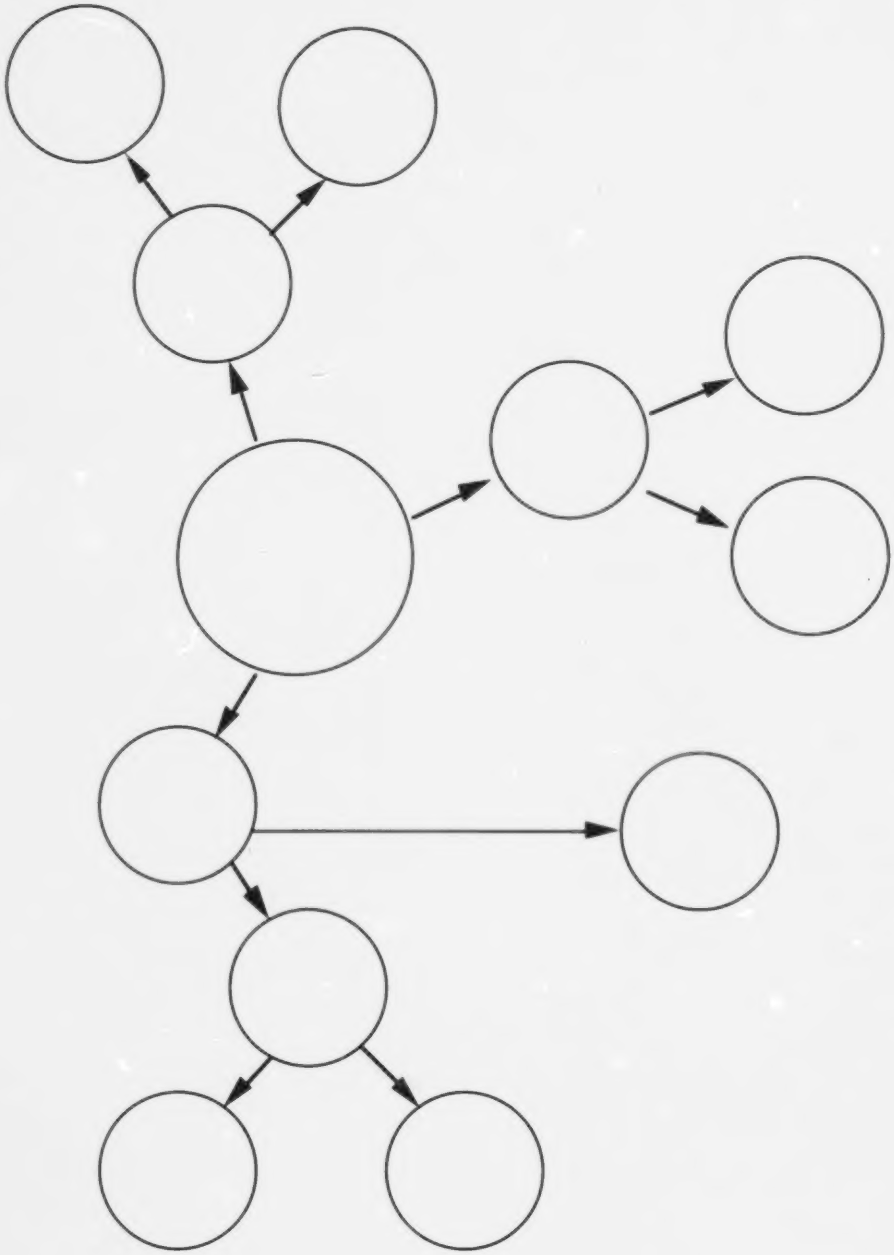

Teacher counsels friend
Teacher confronts gossipers
Tell teacher
TOLD GOSSIP ABOUT A FRIEND
Tell friend
Friend is mad; hurt
Friend confronts gossiper
Gossiper stops
Gossiper gets worse

WHAT WOULD YOU DO?

1. Your parents just bought you a new outfit and you like it, but other kids start teasing you about it.
2. You just got a haircut and it's TOO SHORT! You're embarrassed, but hope no one says anything to you. Unfortunately, one of the students does. What do you do now?
3. You're new in this school and class officer elections are coming up. Several of the students have approached you, asking you to vote for someone you don't know. They claim that if you want to be popular, you should vote their way. What do you do?
4. You are a new fifth grader at school. You listen attentively as your teacher describes the prize for the best social studies project. Later you find that the prize is a box of candy. You work hard on your project. Soon the big day arrives. Your teacher chooses your project for the prize. You are anxious to show the prize to your parents. You watch the candy sitting on your desk until the dismissal bell rings. As you race for the door, a loud voice behind you says, "What a stingy guy! He wouldn't even share his candy with the rest of us!" What do you do?
5. You're riding in your friend's older sister's car. She's taking you and your friend to the skating rink. The roads are icy and she's driving pretty crazy for the conditions. She's already passed a car when she shouldn't have and consistently speeded. What do you do?
6. One of your classmates is always putting others down. You get tired of this and so do the other students, but everyone allows it to continue. What do you do?
7. A classmate was ill yesterday when your class had a math test. He has asked you to "share" some of the problems with him that he can expect to see on the test. What do you do?
8. Your neighbor's dog was killed by a car and the other neighbor kids laugh when they see the owner start to cry. You disapprove. Do you do anything?
9. You're a very good student. One of the most popular students in your class has been teasing you about this and whispering things to others. You're tired of the name calling. What do you do?
10. You feel great, it's a spring day and nothing could bring your spirits down — until a pessimist starts talking about how he or she dislikes this and that and how school is a bummer. You disagree. Do you do anything?

Attachment V - Lesson 18 (Level D, Part 2)

WEBBING OF POSITIVE/NEGATIVE CONSEQUENCES



Lesson 19

Topic

Self-Safety

Student Objectives

The students will:

137. Discuss that they have parts of their bodies that are considered private and to respect these in self and others
145. Explain the importance of reporting abuse until they are believed (for self and others)
148. Define emotional abuse and name concrete courses of action to take if they experience it
150. Explain the consequences of false reporting of abuse

Lesson Overview

A continuum is used to review different types of touching. The lesson proceeds with a discussion of emotional abuse. Questions emphasize the importance of honest reporting of abuse. Information is offered about child protection agencies and the consequences of false reporting.

Vocabulary

Emotional abuse — an ongoing pattern of behavior, such as intimidating, belittling, ignoring, corrupting, speaking or acting in ways that affect one's healthy emotional development

Suggested Materials

- "Continuum of Touching" (Attachment W)

Teaching/Learning Activities

TEACHER'S ROLE

Review concepts of appropriate and inappropriate touch and emotional abuse and emphasize the importance of honest reporting of abuse.

ACTIVITY/EXPERIENCE

1. Use "Continuum of Touching" (Attachment W) as a tool to discuss different types of touching or body contact. Suggestions for discussion points are included on the attachment. Continue the lesson with the following dialogue.
2. Ask students if they know what emotional abuse is. Explain that emotional abuse is when parents or those who are close to a child continually and consistently treat the child in cruel ways, like verbal attacks, belittling, ridiculing, shaming, terrorizing, ignoring, rejecting, degrading, corrupting or placing excessive and unreasonable demands on the child. (The fairy tale, "Cinderella," may be a good illustration of this abuse.) Ask:

- "How do you think a young person feels when he or she is treated this way day after day?"
- "What do you think emotionally abused persons might begin to believe about themselves?" (That they're useless, no good, will never amount to anything, may as well be bad or not try to be good, that they *deserve* to be treated this way.)
- "What do we believe about the value of every human person?"

  (Emphasize the following: "all people are created in the image of God; each person is loved and valued by God; everyone deserves love and respect as a human being; and it is wrong to deliberately hurt anyone.")
- "What can a person do if he or she experiences repeated emotional abuse?" (Talk about what hurts them with someone who will understand and help — counselor, parent, priest, teacher, relative, etc.; write a note or talk to the person(s) who mistreats them; see if someone can help the abusive person; repeat self-affirmations, such as "I am a good and valuable person, even if I'm not always treated that way. God loves me just the way I am.")

- "Why is it important to tell someone if either you or a friend is being abused physically, sexually or emotionally?" (Because no one deserves to be abused; because telling someone can help get the abuse to stop; because abused persons need help to heal and learn that they are good, valuable, lovable and loved; because persons who abuse children or young people need help to learn better ways to take care of their needs and feelings; because keeping this kind of secret can continue to hurt inside for all your life; and because abuse continues in a cycle — abused people who don't get help can become abusers themselves, then if their victims don't get help, they become abusers, too, and it keeps on spreading.)
- "Why are some young people afraid to tell about themselves or a friend being abused?" (The abuser may have told them not to tell anyone; the abuser may be someone they love and care about; they may be afraid to upset their parents or family; they may be afraid they'll be in trouble, feel it's their fault; and they may be ashamed or embarrassed about it.)
- "Why is it important to keep on telling until someone believes you and agrees to help you?" (Because you do not deserve to be abused.)

3. Explain that there are social workers (counselors, human services workers) in each state whose job is to help protect children from being abused. Explain, "When abuse is reported to them, they talk to the children, parents and others involved to find out what really happened. Then they try to get help for the children and parents so that the family can be a healthy and safe place to be. Your teachers and counselors know how to get help for you and your family from the child protection workers."
4. Ask, "What if you were mad at someone, like your parents or a teacher, and you decided to try to get them in trouble by making up a story that they abused you or someone else? Why would this false reporting of abuse be wrong?" (It's lying, which is against the commandments; it could cause very severe results — arrests, trials, destroy someone's reputation; one lie leads to another, it is hard to get out of; you could get in big trouble for false reporting; it could destroy the trust that people have in you; and there are better ways to deal with your true feelings toward someone.)

PROCESSING THE EXPERIENCE

Content Questions:

(Included in the dialogue above.)

Personalization Questions:

1. What are some ways you like to be touched and by whom?
2. Who could you talk to if you experienced physical, sexual or emotional abuse?
3. What would you do if that person was unable to help you? Who else could you talk to? Where else could you turn?

CLOSURE

In your own words, tell what you learned from the information on touch, types of abuse and the importance of honest reporting.

(Write an affirmation on the board such as the following: "God made me and God loves me. I deserve to be treated with care and respect.")

As a class, recite together the affirmation on the board as a prayer or as a cheer.

■

Attachment W - Lesson 19 (Level D, Part 2)

CONTINUUM OF TOUCHING

No Touch	Good Touch	Confusing Touch	Bad Touch	No Touch
	"Heart Touch" Caring Touch Welcomed Touch		Hurtful Touch Abusive Touch Unpleasant Touch	

Use the continuum and the points given below as a tool to discuss different types of touching or body contact. (**Note:** It is best if students give the examples of touches and feelings. Always emphasize that we can listen to and trust the feelings that tell us when something is wrong or unsafe.)

1. **Ask students to name touches they like and feel good about.** Possible examples are: hugs, hand shakes, pats on the back, tickles, holding hands, kisses, mom's hand on forehead when sick, snuggling when cold or scared, arms around each other, high five, someone brushing your hair, back rub.
2. **Ask students what types of touch they think are bad, hurtful or abusive, i.e., touches they definitely do not want to receive.** Examples include: assaults, beatings, beltings, kicks, slaps, punches, scratches, tripping, pushing down, bullying, pulling hair, pinching, biting, forceful or sneaky touching of private parts. (Review meaning of "private parts," if necessary: parts of the body covered by a swimsuit.)
3. **Point out the two extremes of the continuum, which are both lack of touch.** On the negative end, this means refusing care, protection and affection, which are needed for a person to grow up healthy and happy. On the positive end, this represents people whose love and friendship is evident, but not demonstrated by much touch. People and families are different in how much touching they want to give and receive.
4. **Ask if students can think of a time when a good touch began to feel not good — the touching was the same, but they felt differently about it.** (Give an example of your own, such as a time when you were being tickled, but the person wouldn't stop and it was hurting you.) Other possible examples are:
   - A person you do not know (or like) very well gives you a big long hug.
   - A handshake that squeezes too hard and hurts.
   - Someone crowding too close to you, being "too friendly."
   - A hug or kiss from a person you're mad at or afraid of.

   These touches can be confusing because they give mixed messages.
5. **Ask students what feelings alert them to these confusing touches?** Body signals include stomach tightening, feeling scared, angry, anxious, trapped, etc. — one's body says, "Uh-oh, I don't like this."
6. **Stress that no one, whether stranger, acquaintance, relative or friend, has the right to force or trick them into sexual contact or activities that they do not feel comfortable about.** When anyone touches them in a way that confuses or hurts them, they can let the person know that they don't like it and they can tell what happened to someone they trust.
7. **Emphasize that no one has a right to intentionally injure them or to frighten and hurt them emotionally over and over again.** They can talk about what hurts them and they can tell someone who will help them.

Lesson 20

Topic

Self-Safety

Student Objectives

The students will:

142. Realize that they are loved persons who are deserving of respect
149. Describe strategies to get out of abusive or potentially abusive situations
151. Understand that people who are abused often become abusive

Lesson Overview

After reviewing previous concepts of personal safety, students focus on tricks that may be used to trap young people into sexual contact. A problem-solving model is used to identify possible responses in given situations and discussion questions summarize the unit on self-safety. Students practice self-care by using a stress management technique at the close of the lesson.

Suggested Materials

- "Choices Model" (Handout #41)
- "Give Me a Break" (Handout #7 from Level D, Part 1, Lesson 18)

Teaching/Learning Activities

TEACHER'S ROLE

Involve students in a process of identifying strategies for responding to abuse or potentially abusive situations.

ACTIVITY/EXPERIENCE

1. Review the previous lesson concepts of personal safety, body privacy, kinds of touches and body signals that alert a person to danger.
2. Write "Tricks or Treats" on the board and tell students that people sometimes use tricks, threats or bribes to try to get a younger person to enter into sexual contact by touching, looking or undressing. Give the following illustration:

   "Mary's Uncle Joe usually brings her gifts when he comes to visit. Mary liked the back rubs he gave her until he put his hand under her pajamas and touched her private parts. 'This just means we're special friends. If you tell anyone about it, I won't be able to stay here again,' he told her."
3. Ask, "How did Uncle Joe try to use tricks, threats or bribes to fool and abuse Mary?"

   Continue by asking, "What are some other tricks or threats people might use to get to touch a young person in an inappropriate way?

- "Say, 'I'm just tickling you.'
- "You have to obey me because I'm an adult.
- "If you don't do what I want, you can't play on the team.
- "I'll just do it once.
- "If you tell your mom, she'll be upset.
- "No one will believe you.
- "You promised to keep it a secret and you have to keep your promise."

4. Ask, "What feelings do you think you would have in such a situation, if a person said these things to you?" (Afraid, nervous, angry, uncomfortable, embarrassed.)

   Tell the class, "These feelings are signals that tell you this is not a good situation. You can listen to these feelings that warn you. Secrets that cause you to feel this way should not be kept."
5. Ask the class, "What is the three-step personal safety plan of action you can use if someone is trying to abuse you?"

   Review, "**NO** — Tell the person you don't like this; **GO** — Leave if you can; and **TELL** — Tell someone and keep telling until someone believes and helps you."
6. Return to the situation of Mary and her Uncle Joe. Draw a circle in the center of the board. In it, write the problem Mary faced: Uncle touched her private parts and told her not to tell. Draw lines (spokes) out from this

center circle and put another circle at the end of each. (See Handout #41, "Choices Model.") Ask the class to tell you all the possible choices (actions) that Mary has to deal with this. Add as many circles (choices) as students can think of.

Examples might include:

- Tell her dad or mom what Uncle Joe did and said.
- Tell her teacher or school counselor.
- Tell a friend.
- Tell Uncle Joe never to do that again or you will tell.
- Get up and leave the room, slamming the door to show you mean it.
- Suggest something else to do, like a game of checkers, etc.
- Go outside and play.
- Stay with a friend the next time Uncle Joe comes to visit.
- Don't say anything, just hope it doesn't happen again.

7. Now go back to each choice on the diagram and ask students what might happen (consequences) if Mary did this. Write both positive and negative consequences on lines by the circles. (Be realistic.)
8. Finally, ask students (perhaps in groups) to decide which choice or series of choices would be best and why. (See "Extension Activities" for a suggested group activity to continue this process.)

PROCESSING THE EXPERIENCE

Content Questions:

1. What is sexual abuse? (Tricking or forcing a younger person into sexual contact, touching, looking or undressing.)
2. What is physical abuse? (Intentional injury to a child by a parent or caretaker.)
3. What is emotional or verbal abuse? (Continual cruel and degrading treatment.)
4. Why is any type of abuse wrong? (It hurts a person who is God's creation and deserves to be treated with care and respect.)
5. How can you tell if you're in a potentially abusive situation? (Your feelings tell you. You feel unsafe, scared, angry or confused.)
6. What is the three-step personal safety plan? (NO, GO, TELL.)
7. What are other things you can do in an unsafe or abusive situation?
8. Who can you talk to about scary or confusing things that happen to you?
9. Why is it important to tell someone? (Secrets that hurt should not be kept.)
10. Do you think it's harder to tell if the person who abuses someone is a person in their family or someone they know well? Why or why not?

Personalization Questions:

1. What are some important reminders (self-talk) for yourself if you feel confused or hurt?

CLOSURE

(Remind students that they know lots of ways to take good care of themselves, like relaxing, stretching, praying, talking about worries, etc. Divide the class into small groups and have each group choose a stress-relieving technique from Handout #7 from Part 1, Lesson 18, to do with the class.)

In your group, choose a relaxation exercise from the "Give Me a Break" handout and do it together.

Possible Extension Activities

1. Have small groups use "Choices Model" (Handout #41) to brainstorm possible responses and consider the consequences in given situations, such as the following:
   - A college student who hangs around the pool tells Aaron and Martin that he is a photographer and has lots of real neat pictures of the college basketball players. He invites the boys to come to his apartment to see them.
   - Jamar's swim coach, Anita, told him to stay after practice and she would show him a new racing dive. When she is showing him how to position his body, she slides her hand over his private parts.

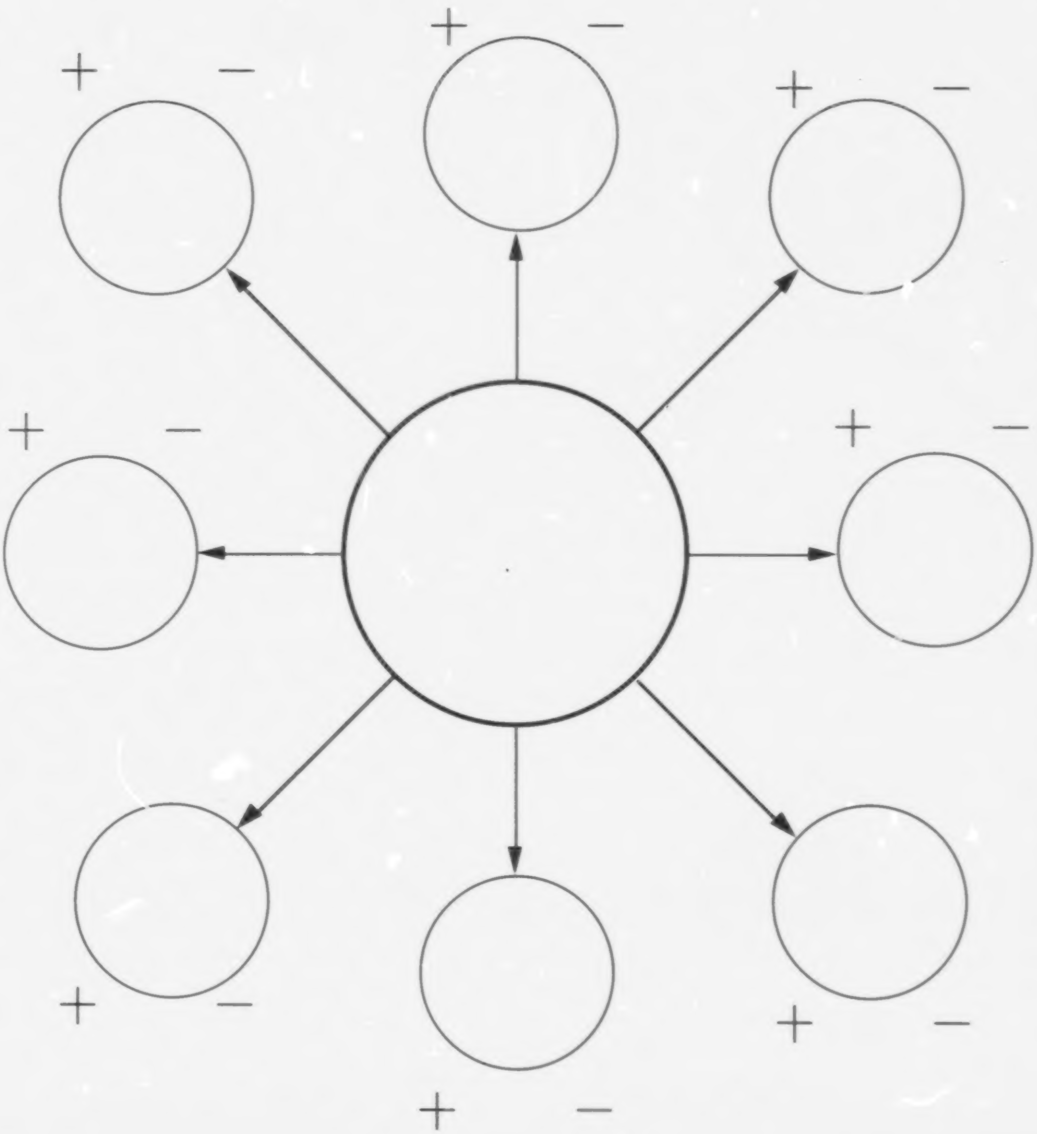
■

Handout #41 - Lesson 20 (Level D, Part 2)

CHOICES MODEL

Directions:

1. Write the problem situation in the center circle.
2. List as many possible choices for responding that you can think of. Write them in the outer circles.
3. Write possible consequences (both positive and negative) by each choice.
4. Decide which choice or series of choices would be best and why.



Lesson
21

Self-Direction and Responsibility

Lesson 21

Topic

Self-Direction and Responsibility

Student Objectives

The students will:

164. Explore various career opportunities, current and future, including ministry in the church
165. Explore the relationship between schooling and career choices
166. Identify their own talents, abilities and interests

Lesson Overview

After brainstorming occupations in three categories, students complete a checklist of career values and speculate about how these values relate to specific careers.

Basic Information

Bear in mind that the students' task at this age is to explore the wide range of career options, rather than to make a career decision for themselves. Furthermore, the world is changing so rapidly that new occupations are created continually. The life skill these students will use repeatedly is the skill of exploring a career and selecting, according to their values, interests and capabilities.

Suggested Materials

- "Career Values Checklist" (Handout #42)

Teaching/Learning Activities

TEACHER'S ROLE

Help students to consider characteristics of various occupations, in relation to their own values and interests.

ACTIVITY/EXPERIENCE

1. Make three columns on the board headed: "People," "Data" and "Things." Explain that careers can sometimes be categorized as:
   - Those which involve working primarily with people (usually providing service to, caring for or entertaining people);
   - Those working primarily with data (including numbers, facts or information processing); and
   - Those working primarily with things (using tools or machinery, working on products, plants or animals).
2. Have students name careers that fit in each column. Examples are shown in Figure 21.1.

Figure 21.1

SOME EXAMPLES OF CAREERS

PEOPLE	**DATA**	**THINGS**
clergy	accountants	mechanics
nurses	engineers	architects
salespeople	stockbrokers	computer technicians
teachers	tax assessors	pilots
religious sisters	bankers	farmers
politicians	historians	carpenters
counselors	meteorologists	zookeepers
restaurant workers	file clerks	watch repairers
police officers	computer programmers	artists
actors	data entry processors	musicians

3. Explain, "Being aware of your interests and values can help you someday choose a career in which you will be happy and successful. Think about your likes and interests."

   Ask, "Which of the following would you prefer: working with people, numbers or machines; working alone or as a team member; working indoors or outdoors; having a quiet job or an active job?"
4. Have students complete "Career Values Checklist" (Handout #42).
5. Use the processing questions to help students draw conclusions about the relationship between one's values and the choice of a career.

PROCESSING THE EXPERIENCE

Content Questions:

1. What kinds of careers might be good for someone who likes competition? Likes to work alone? Wants to help others? Likes adventure and risk? Wants to be a leader? Likes problem-solving?
2. Which of the values on "Career Values Checklist" (Handout #42) are important for someone who is a teacher? A mayor? A priest? A farmer? An astronaut?
3. Why is it important to know your own interests and values when considering a career? How has technology changed requirements for jobs like farming? Transportation? Secretarial? News broadcasting?
4. What is the relationship between schooling and careers? (Some careers demand schooling, e.g., doctor; for most careers school is highly recommended, e.g., repair technician; few careers are possible today without schooling.)
5. How do you think careers of the future will be different from today? If it is true that people in the 21st century will change careers several times, what does that mean for you and the education you need? (You must learn how to acquire new skills, how to find new jobs, how to keep growing in a job; education will be lifelong, ongoing.)
6. What job opportunities do people your age have now? What skills are required? How does a person your age get a job?

Personalization Questions:

1. Based on your responses to the "Career Values Checklist," in what kind of career do you think you might be happy and successful?
2. What talents or abilities do you have that would make you good at this chosen career?

CLOSURE

Write a piece titled, "A Day in the Life of (your name)," set in the year 2015 A.D. Describe the work you can picture yourself doing when you are that age.

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Handout #42 - Lesson 21 (Level D, Part 2)

CAREER VALUES CHECKLIST

Directions: This list will help you think about the values that will affect your choice of a career in which you can be happy and successful.

1. Read each item and decide if it is something important to you in the career you will someday choose.
2. Mark Yes (Y), No (N) or Maybe (M) after each item.
3. Finally, choose the five most important to you and mark them 1 (most important), 2 (next most important) and so on up to 5.

I WANT A JOB IN WHICH I CAN:	Y, N, M?	TOP FIVE
1. Be a leader (leadership)	___	___
2. Make a lot of money (high income)	___	___
3. Have people look up to me (prestige)	___	___
4. Make my own schedule and work on my own (independence)	___	___
5. Help people (helping others)	___	___
6. Be sure of steady work (security)	___	___
7. Do different things all the time (variety)	___	___
8. Have a lot of time left over for leisure activities (leisure)	___	___
9. Start with as little education or training as possible (early entry)	___	___
10. Make beautiful things (creativity)	___	___
11. Figure out answers to problems (problem-solving)	___	___
12. Use tools and machines (tools)	___	___
13. Do the same thing every day (repetition)	___	___
14. Do exciting things (risk)	___	___
15. Be outside (outdoors)	___	___
16. Get a lot of exercise (physical activity)	___	___
17. Do things carefully, paying attention to details (preciseness)	___	___
18. See the results of my efforts (results)	___	___
19. Always be trying to win (competition)	___	___
20. Work on projects together with a group of people (teamwork)	___	___

Lesson 22

Topic

Self-Direction and Responsibility

Student Objectives:

The students will:

163. Accept responsibility for their part of a group project (accountability)
167. Discuss the value of using talents, abilities, interests for the benefit of self and others
168. Explain the importance of being of service to others without reward

Lesson Overview

After discussing the importance and the non-material rewards of being of service to others, students identify their own abilities and brainstorm ways to use talents to help others. Small groups then plan a service project in which each member is accountable for some part. Students later reflect on the service experience and evaluate their group process and accountability.

Basic Information

Given the materialism of society today, young people may find it difficult to see the value of doing work without pay or reward. The teacher can help by pointing out role models for them whenever we see examples of kindness, charity and generosity. Teachers can help students see the non-material benefits of helping others, including the positive feeling of having acted in a Christ-like way.

It is likewise difficult for many young people to learn accountability at an age when they waffle between the desire to be independent and the need for security and approval. An essential part of this lesson is the process of working as a group to do a service project, as well as the follow-up evaluation by the group and the individual.

Vocabulary

Volunteer — someone who freely offers to be of service

Service — something done for others

Accountability — responsibility to do one's part, ability to prove that one has performed according to expectations

Suggested Materials

- "Things I Can Do Well" (Handout #43)
- "Group Contract for Service Project" (Handout #44)
- Bible

Teaching/Learning Activities

TEACHER'S ROLE

Help students to reflect on the benefits of using one's talents and abilities in service to others. Provide an opportunity for students to practice being accountable to the group as part of a service project.

ACTIVITY/EXPERIENCE

1. Use the "Content Questions" to lead discussion of the reasons people work and why it is important to use one's skills and talents to be of service to others.
2. Have students complete "Things I Can Do Well" (Handout #43). This

Figure 22.1

SOME EXAMPLES OF SERVICES THAT MIGHT BE NEEDED

SCHOOL	NEIGHBORHOOD	HOME
clean up litter	mow or rake lawn	pick up toys
help student who missed	help elderly person	clean garage
read to younger students	walk dog for someone	shovel snow
clean up marks on walls	water lawn for vacationers	watch younger child
help teacher	pick up litter	weed garden

will help students identify abilities they could use for the service of others.

3. Next, ask the class to brainstorm and list services that might be needed at school, in the neighborhood and at home. Some examples are shown in Figure 22.1.
4. Have students form small groups to select a service project that they can all participate in over the next week or two. Discuss the meaning of accountability (see "Vocabulary") and encourage each person to identify specifically the parts for which they will be accountable to the group. Have the group use "Group Contract for Service Project" (Handout #44) to come up with a specific plan for service, which includes each member's part.
5. Be sure each group member knows what is expected of him or her as part of the group project. Tell students that each will be accountable for his or her part. Set a date when the class will have a follow-up discussion about the experience.

PROCESSING THE EXPERIENCE

Content Questions:

1. Why do you think people work? (To make money, to take care of their family, to make a difference in the world, to help people, because something needs to be done, because they enjoy what they do, etc.)
2. Why do people work at jobs that don't pay big money? (Because they like the work, don't qualify for other jobs, don't want or need more money, can't get another job.)
3. What does it mean to be a "volunteer"? (Someone who freely offers to be of service.)
4. Why do people do volunteer work? (They want to help, have time and skills to help, like helping people who may not be able to pay for the service, like being involved, want to make a difference in their world, are practicing Christian charity.)
5. What is "service"? (Doing something to help others.)
6. Why is it important to be of service to others? Read Gal. 5:13b-14 and 2 Cor. 9:13. How do these verses relate to this question?
7. When a person volunteers to be of service without receiving any money, reward or prize, what are some things they might gain personally from the experience? (Self-satisfaction, practice, experience, new friends, growth in responsibility, fun doing it, feeling good about making a difference and helping someone, etc.)

Personalization Questions:

1. Can you recall a time when you volunteered to do a service, without expecting to be paid or rewarded?
2. How did you help someone? How did you feel after you did it? What did you gain?
3. How do you feel when you have done a kind deed and no one noticed or said "Thank You"? What positive self-talk can you use then?

CLOSURE

We will have a follow-up discussion about the group project experience on (date). At that time, you and other members of your group should evaluate yourselves by answering these questions:

- Did we complete our project as we planned?
- How did this project help someone else?
- What talents and abilities did each person use in this service project?
- Was each member accountable for the responsibilities agreed upon?
- Did we work as a group to overcome any problems?
- If we were to do this project over, what suggestions could make it go more smoothly?
- How did I and each member gain or grow from working as a group on this service project?
- Why is it important for me to do my part?

Handout #43 - Lesson 22 (Level D, Part 2)

THINGS I CAN DO WELL

Directions: Circle the items that you can do well. Add others to the list. Then answer the question at the bottom.

Memorize
Work with my hands
Handle money
Think of ways to work out problems
Get along with others
Influence people
Lead people
Solve math problems
Collect and organize things
Write

Draw or paint
Play team sports
Organize myself
Play a musical instrument
Follow directions
Work neatly
Lector
Clean things up
Find information
Think of new ideas
Decorate a room/table

Speak to people about something I enjoy
Stay healthy
Read stories
Tell stories
Fix things
Help my friends with problems
Be kind in speech
Take care of pets
Help people understand things

Other things I can do well:

How can you use these abilities you have in a way that would help someone else?

GROUP CONTRACT FOR SERVICE PROJECT

GROUP MEMBERS: ____

Brief description of service project: ____________________________

____

When this service will be done: _________________________________

Today's date: ____

THE PLAN

Think about what steps need to be taken. Do you need someone's permission? Do you need any materials? Does someone need to arrange for the day and time it will be done? Will you need transportation? Who will do what parts? Will you work together or each do a part on his or her own?

Write **who** will be accountable for **what** in the space below.

GROUP MEMBERS NAMES	SPECIFIC TASKS FOR WHICH EACH MEMBER IS ACCOUNTABLE	WHEN THIS WILL BE DONE

CONTRACT

I will carry out the responsibilities I have agreed to in this plan. If for some reason I am unable to do as I have promised, I will talk to this group about changing the plan so that we can still carry out our service project.

Group members' signatures:

This group will meet again on ____________________ to check on each member's completion of the responsibilities listed.

Lesson 23

Topic

Substance Abuse Awareness

Student Objectives

The students will:

178. Explore the effects of advertising on making choices
188. Explore the difficulties experienced in breaking habits
190. Develop a series of strategies to reject the drug, while maintaining status with their peer group.

Lesson Overview

After discussing reasons for smoking and not smoking and considering harmful effects of tobacco on smokers and those around them, students discuss the influence of advertising and peer pressure. Groups formulate and role-play responses to situations involving peer pressure to smoke.

Basic Information

This lesson focuses primarily on smoking as a form of drug use. Lesson 24 and the lessons in Part 1 focus on the use of alcohol and other drugs.

Suggested Materials

- Examples of ads promoting smoking or tobacco use

Teaching/Learning Activities

TEACHER'S ROLE

Focus on the use of tobacco, its negative effects, the difficulty of breaking the habit of smoking and the influence of advertising and peer pressure. Help students to formulate and practice responses to peer pressure to smoke.

ACTIVITY/EXPERIENCE

1. Write the word "Tobacco" on the board. Discuss the fact that using tobacco was once acceptable in society, but people are changing the way they think. Explain, "Today, most people don't smoke and don't plan to start. Many smokers want to quit or have quit. Cities and states have laws which prohibit smoking in most public places, including airplanes."

   Ask, "Why do you think this has changed?" (Research shows that tobacco products can be very harmful.)
2. Make two columns on the board labeled "Why Some People Smoke" and "Why Most People Don't Smoke."

   Have students identify reasons for each column. (Reasons people give for smoking may include: to look grown-up, to look "cool," to "fit in" with a group, to rebel against parents or rules, they like the taste, they don't care about health, they don't know about harmful effects. Reasons people give for not smoking include: they want white teeth, fresh breath, clean-smelling clothes and hair, healthy body, smoking is messy, ugly and expensive, they don't want such diseases as cancer, heart disease, stroke, emphysema, chronic bronchitis or to risk birth defects if pregnant.)
3. Elaborate on harmful or negative effects of smoking. Point out health risks of environmental tobacco smoke (passive smoke causes bronchitis and respiratory infection, lung cancer).
4. Ask students why it is difficult for many smokers to quit. (They may have developed chemical dependency on nicotine. The habit of smoking is difficult to break.)
5. Ask, "Who has a habit you have tried to break? Did you succeed? Why? Why not?" (Have any willing students share. List on the board the habits they offer, along with reasons they had difficulty breaking them.)

   Discuss, "Do we have any common reasons why it is hard to break habits? Smoking is a habit, which like all habits, is very hard to break. It is easier not to start. Smoking is harder than many habits to break because it is also physically addictive."
6. Tell students that one more reason why people smoke is advertising. Ask, "How does advertising influence

people's attitudes, beliefs and decisions about smoking? How do ad promote smoking? What pressure techniques are used?" (Celebrities, images of the way to have fun, be macho, be attractive.) Ask, "What do ads not say about smoking?"

Continue, "How can you challenge the untrue images of smoking given by the ads?" (Compare with facts. Think of what they don't say.)

7. Tell the class, "Sometimes our peers put pressure on us to do something like smoke cigarettes when we have decided that we do not want to smoke." Ask, "How can you respond to such pressure?" Write possible options on the board, including:
   - "You can say, 'No, thanks.'
   - "You can say, 'No,' and walk away.
   - "You can say, 'No' and give a reason and suggest another activity.
   - "You have a right to say 'no' without giving an excuse or reason."
8. Have students find ads promoting the use of tobacco. In groups, discuss false or hidden messages in the ads. Challenging questions may include:
   - "What is this ad trying to get me to believe?
   - "Will this product do what the ad suggests it would do for me?
   - "Do I really need this product?"
9. Have groups make up and write a scene in which a person is being asked or pressured to smoke. Have each group exchange written scenes with another group. Groups develop and role-play a realistic response to the situation which allows the person to say "no" and still save face with friends.

PROCESSING THE EXPERIENCE

Content Questions:

1. What signs indicate that people today are not as willing to tolerate smoking? (More places have larger "No Smoking" areas or ban all smoking.)
2. What are some serious health effects of smoking?
3. How does passive environmental tobacco smoke affect people?
4. Why would some people quit smoking for the sake of their families? (They would not want them to suffer from passive smoke.)
5. How could you respectfully and assertively request that someone not smoke in a place you must share (in your home, car, a restaurant, etc.)?

   (Note: Help students be realistic about when it is better to speak to a manager, etc.)
6. Why is it sometimes difficult to say "no" when our peers want us to do something? (Our need to belong vs. the need to be self.)
7. How can you decide when it is important to stand up for yourself against your peers? (When behavior is immoral, illegal, against your values; when risks are dangerous; when possible negative results are serious or life threatening; when it could harm yourself or someone else.)
8. What are some ways to say "no" to peer pressure?
9. What commandment is the question of drug abuse related to? (Fifth — "Thou shall not kill.") Why?
10. What values of our Catholic faith are important when considering drug use? (Respect for life — our own and others — dignity of human life, obedience, responsibility, temperance.)

Personalization Questions:

1. What is one example of a way advertising has influenced how you think about smoking, drinking, using medicine or drugs? Is the ad showing the whole truth?
2. When is it most difficult for you to say "no" to a peer? How can you practice being true to yourself and your values?

CLOSURE

Sit quietly and comfortably with your eyes closed. Visualize your growing body, muscles, heart, liver, lungs, brain, circulation, all parts healthy, working well and growing. Thank God and make a promise to yourself to take good care of your growing body and mind.

■

Lesson 24

Topic

Substance Abuse Awareness

Student Objectives

The students will:

191. Identify the physical and behavior effects produced by nicotine, alcohol and other drugs on the brain and other body parts
192. Identify that heredity has an influence on their own use of nicotine, alcohol and other drugs
193. Identify that addiction is a disease and needs treatment like other diseases

Lesson Overview

After a question-and-answer review of information about alcohol, tobacco and other drugs, students work in small groups to identify, record and report on effects of specific drugs. Signs of chemical dependency are discussed and local resources for help are identified. To conclude the lesson, groups create a warning slogan about a particular drug.

Basic Information

Before teaching this lesson, resourceful teachers might contact local Alcoholics Anonymous or treatment centers for a variety of informative pamphlets about the disease of alcoholism or chemical dependency and how people find help to recover. For further information and resources, see "Sources of Information" (Attachment X).

Suggested Materials

- "Sources of Information" (Attachment X)
- "Knowing the Facts about Drugs" (see Attachment H, Part 1, Lesson 26)
- "Specific Drugs and Their Effects"(Attachment Y)
- "What Drugs Can Do to You" (Handout #45)

Teaching/Learning Activities

TEACHER'S ROLE

Help students to process information about the physical and behavioral effects and risks of using tobacco, alcohol or other drugs. Call attention to signs of chemical dependency and resources for help.

ACTIVITY/EXPERIENCE

1. Use the "Content Questions" to briefly review definitions and information about drugs included on the "Knowing the Facts about Drugs" sheet (Attachment H, Lesson 26 in Part 1).
2. Divide the class into groups of three or four. Give each group one of the fact sheets about a specific drug ("Specific Drugs and Their Effects," Attachment Y) and have them work together to study the information and to complete the form, "What Drugs Can Do to You" (Handout #45), with details about the drug and its effects. Help students understand facts given in the sheets as they work. Have groups share with the class the information they learn about the specific drug.
3. Discuss the signs of chemical addiction or alcoholism: urgent desire for the drug, failed attempts to quit, broken promises because of the need to drink or use, friends or family express concern about drinking, drinking or using drugs to get relief from problems, loss of memory, physical ailments resulting from long-term use, trouble with police, money, boss, family. Emphasize that addicted people are not bad people, but people with an illness, who need help to get better.
4. Guide students in using the local phone book (white pages) to look up numbers for the following sources of help:

- Alcoholics Anonymous (helps alcoholics)

- Al-Anon (for families of alcoholics)
- Al-Ateen (for teenagers with alcoholic family members)
- Narcotics Anonymous (help for drug-dependent persons)
- National Cocaine Hotline (for information and help: 1-800-COCAINE)

5. Have the class check the following headings (in the yellow pages) to find alcohol and drug treatment centers:
   - Alcoholism information and treatment centers
   - Drug abuse or addiction information and treatment
   - Mental health services
   - Social service agencies
6. List toll-free help numbers:
   - Alcohol — 1-800-BE-SOBER and 1-800-NCA-CALL
   - Cocaine — 1-800-COCAINE and 1-800-662-HELP
   - Drug (Abuse) — 1-800-662-HELP

PROCESSING THE EXPERIENCE

Content Questions:

1. What is the difference between medicines and drugs that are not medicines? (Medicines are drugs that help. Drugs and medicines change how the body works.)
2. How do drugs get into the body and why do they affect all parts of the body? (Drugs enter the circulatory system through the stomach or lungs. The circulatory system carries them to all parts of the body.)
3. What is meant by the terms "side effects," "overdose" and "drug interactions"?
4. What are the parts of the body's nervous system and what does this system do? (The brain, spinal chord, nerves. It controls movement, breathing, heartbeat and all body functions, both voluntary and involuntary.)
5. What are mood-altering drugs? (Drugs which affect how the brain and nervous system work.)
6. What are three categories of mood-altering drugs and how do they affect the body? (Depressants slow down thinking, responses and body functions; stimulants speed up responses and body functions; hallucinogens change or distort perception.)
7. What is chemical dependency and how does it affect a person's life? (A disease which causes a person to feel a strong need for a drug and to keep taking the drug, even when it is harmful. Chemically dependent persons have lost control of their drinking or use of another drug. The desire for the drug takes over their life and causes troubles with family relationships, work and their values. Often the body actually depends on the drug to keep living.)
8. What differences in people affect how they react to alcohol or drugs? (Age, body size, gender, health, fitness, maturity of body organs and heredity.)
9. What is heredity and how does it affect the risk of chemical dependency? (Traits passed on from parents and ancestors. Children and descendants of alcoholics inherit a greater risk of becoming alcoholic.)
10. What dangers are there in using alcohol and other drugs? (Overdose, side effects, death, loss of self-control, crime, accidents, arrest, birth defects, loss of job, school failure, alcoholism and drug addiction, etc.)

Personalization Questions:

1. Based on the information you and your classmates learned and shared in this lesson, what do you consider the most dangerous risks and potential losses associated with using and abusing alcohol and other drugs?
2. What do you think are the most important reasons for not using drugs?
3. What response could you use to say "no" to peer pressure to use drugs or alcohol?

CLOSURE

In a group, create a slogan with a warning about the serious danger of alcohol and the drugs you have studied — or about drugs in general.

Possible Extension Activities

1. Have students work in pairs to illustrate how the body is affected by misuse of alcohol and other drugs. Using information about a specific drug (see "Specific Drugs and Their Effects," Attachment Y) and an outline (life-size or smaller) of the human body, have students label parts of the body with a note about how that part is affected by the specific drug.
2. Have students research current laws regarding the use of alcohol and other drugs, including prescription drugs. If possible, ask a police officer to speak to the class about this topic.
3. Ask a doctor or other medical professional to speak to the class about the physical effects of certain drugs.

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SOURCES OF INFORMATION

[The following is provided by The U.S. Department of Education.] The Department of Education does not endorse private or commercial products or services, or products or services not affiliated with the Federal government. The sources of information listed on this and the following pages are intended only as a partial listing of the resources that are available to readers of this publication. Readers are encouraged to research and inform themselves of the products or services, relating to drug and alcohol abuse, that are available to them. Readers are encouraged to visit their public libraries to find out more about the dangers of drug and alcohol abuse, or to call local, State or national hotlines for further information, advice or assistance.

Toll-Free Information

1-800-COCAINE — Cocaine Helpline
A round-the-clock information and referral service. Recovering cocaine addict counselors answer the phones, offer guidance and refer drug users and parents to local public and private treatment centers and family learning centers.

1-800-NCA-CALL — National Council on Alcoholism Information Line
The National Council on Alcoholism, Inc., is the national nonprofit organization combating alcoholism, other drug addictions and related problems. Provides information about NCA's State and local affiliates' activities in their areas. Also provides referral services to families and individuals seeking help with an alcohol or other drug problem.

1-800-662-HELP — NIDA Hotline
NIDA Hotline, operated by the National Institute on Drug Abuse, is a confidential information and referral line that directs callers to cocaine abuse treatment centers in the local community. Free materials on drug use also are distributed in response to inquiries.

1-800-241-9746 — PRIDE Drug Information Hotline
A national resource and information center, Parents' Resource Institute for Drug Education (PRIDE), refers concerned parents to parent groups in their State or local area, gives information on how parents can form a group in their community, provides telephone consultation and referrals to emergency health centers, and maintains a series of drug information tapes that callers can listen to, free of charge, by calling after 5:00 p.m.

Sources of Free Catalogs of Alcohol and Other Drug Use Publications

Comp Care Publications. A source for pamphlets, books and charts on drug and alcohol use, chemical awareness and self-help. 1-800-328-3330 or 612-559-4800.

Hazelden Educational Materials. A source for pamphlets and books on drug use and alcoholism and curriculum materials for drug prevention. 1-800-328-9000. In Minnesota, call 612-257-4010 or 1-800-257-0070.

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SOURCES OF INFORMATION (continued)

National Council on Alcoholism. A source for pamphlets, booklets and fact sheets on alcoholism and drug use. 212-206-6770.

Johnson Institute. A source for audiocassettes, films, videocassettes, pamphlets and books on alcoholism and drug use. Offers books and pamphlets on prevention and intervention for children, teens, parents and teachers. 1-800-231-5165. In Minnesota, 1-800-247-0484 and in Minneapolis/St. Paul area, 944-0511.

National Association for Children of Alcoholics. A source for books, pamphlets and handbooks for children of alcoholics. Conducts regional workshops and provides a directory of local members and meetings. 714-499-3889.

General Readings

Publications listed below are free unless otherwise noted.

Adolescent Drug Abuse: Analyses of Treatment Research, by Elizabeth R. Rahdert and John Grabowski, 1988. This 139-page book assesses the adolescent drug users and offers theories, techniques and findings about treatment and prevention. It also discusses family-based approaches. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Adolescent Peer Pressure Theory, Correlates, and Program Implications for Drug Abuse Prevention, by the U.S. Department of Health and Human Services, 1988. This 115-page book focuses on constructive ways of channeling peer pressure. This volume was developed to help parents and professionals understand the pressures associated with adolescence, the factors associated with drug use, and other forms of problem behavior. Different peer program approaches, ways in which peer programs can be implemented and research suggestions are included. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Building Drug-Free Schools, by Richard A. Hawley, Robert C. Peterson and Margaret C. Mason, 1986. This four-part drug prevention kit for grades K-12 provides school staff, parents and community groups with suggestions for developing a workable school drug policy, K-12 curriculum and community support. The kit consists of three written guides ($50) and a film ($275). American Council for Drug Education, 204 Monroe Street, Suite 110, Rockville, MD 20852. 301-294-0600.

The Challenge newsletter highlights successful school-based programs, provides suggestions on effective prevention techniques, and the latest research on drugs and their effects. Published bimonthly by the U.S. Department of Education and available from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

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SOURCES OF INFORMATION (continued)

Courtwatch Manual. A 111-page manual explaining the court system, the criminal justice process, Courtwatch activities and what can be done before and after a criminal is sentenced. Washington Legal Foundation, 1705 N Street, NW, Washington, DC 20036. Enclose $5 for postage and handling. 202-857-0240.

Drug Prevention Curricula: A Guide to Selection and Implementation, by the U.S. Department of Education, 1988. Written with the help of a distinguished advisory panel, this 76-page handbook represents the best current thinking about drug prevention education. It shows what to look for when adopting or adapting ready-made curricula and suggests important lessons that ought to be part of any prevention education sequence. national Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

National Trends in Drug Use and Related Factors Among American High School Students, 1975-1986, by Jerald G. Bachman, Lloyd D. Johnston, and Patrick M. O'Malley, 1987. A 265-page book reporting on trends in drug use and attitudes of high school seniors, based on an annual survey conducted since 1975. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Getting Tough on Gateway Drugs, by Robert DuPont, Jr., 1985. A 330-page book describing the drug problem, the drug-dependence syndrome, the gateway drugs and the ways that families can prevent and treat drug problems. American Psychiatric Press, Inc., 1400 K St., NW, Suite 1101, Washington, DC 20005, paperback, $9.95. 1-800-368-5777 and in the DC area 202-682-6269.

Gone Way Down: Teenage Drug-Use Is a Disease, by Miller Newton, 1981, revised 1987. This 72-page book describes the stages of adolescent drug use. American Studies Press, paperback, $3.95. 813-961-7200.

Growing Up Drug Free: A Parent's Guide to Prevention, U.S. Department of Education, 1990. A 56-page booklet featuring information on what children should know at key stages of development, suggested activities to reinforce an anti-drug message in the home, effects of drugs and available resources. National Clearinghouse for Alcohol and Drug Information, Box 2345, Rockville, MD 20852. 1-800-SAY-NOTO or 1-800-624-0100 for the Department of Education.

Kids and Drugs: A Handbook for Parents and Professionals, by Joyce Tobias, 1986, reprinted 1987. A 96-page handbook about adolescent drug and alcohol use, the effects of drugs and the drug culture, stages of chemical use, the formation of parent groups and available resources. PAANDA Press, 4111 Watkins Trail, Annandale, VA 22003, paperback, $4.95 (volume discounts). 703-750-9285.

Parents, Peers and Pot II: Parents in Action, by Marsha Manatt, 1983, reprinted 1988. A 160-page book that describes the formation of parent groups in rural,

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SOURCES OF INFORMATION (continued)

suburban and urban communities. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Peer Pressure Reversal, by Sharon Scott, 1985, reprinted 1988. A 183-page guidebook for parents, teachers and concerned citizens to enable them to teach peer pressure reversal skills to children. Human Resource Development Press, 22 Amherst Road, Amherst, MA 01002, paperback, $9.95. 413-253-3488.

Pot Safari, by Peggy Mann, 1982, reprinted 1987. A 134-page book for parents and teenagers. Distinguished research scientists are interviewed on the subject of marijuana. Woodmere Press, Cathedral Finance Station, P.O. Box 20190, New York, NY 10125, paperback, $6.95 plus shipping (volume discounts). 212-678-7839.

Strategies for Controlling Adolescent Drug Use, by Michael J. Polich et al., 1984. This 196-page book reviews the scientific literature on the nature of drug use and the effectiveness of drug law enforcement, treatment and prevention programs. The Rand Corporation, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138, R-3076-CHF, paperback $15.00. 213-393-0411.

Team Up for Drug Prevention With America's Young Athletes. A free booklet for coaches that includes information about alcohol and other drugs, reasons why athletes use drugs, suggested activities for coaches, a prevention program, a survey for athletes and coaches and sample letters to parents. Drug Enforcement Administration, Demand Reduction Section, 1405 I St., NW, Washington, DC 20537. 202-786-4096.

The Fact Is . . . You Can Prevent Alcohol and Other Drug Problems Among Elementary School Children, 1988. This 17-page booklet includes audiovisuals, program descriptions and professional and organizational resources to assist educators and parents of young children. Available from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

What Works: Schools Without Drugs, U.S. Department of Education, 1986, revised 1989. A handbook for developing a comprehensive anti-drug program involving parents, students, schools and communities. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852. 1-800-SAY-NOTO, or 1-800-624-0100 for the Department of Education.

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SOURCES OF INFORMATION (continued)

Videotapes

The following drug prevention videos were developed by the U.S. Department of Education. They are available for loan through the Department's Regional Centers (call 1-800-624-0100) and the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852; 1-800-SAY-NOTO.

ELEMENTARY SCHOOL

The Drug Avengers. Ten five-minute animated adventures that urge caution about ingesting unfamiliar substances; encourage students to trust their instincts when they think something is wrong; and show that drugs make things worse, not better.

Fast Forward Future. A magical device allows youngsters to peer into the future and see on a TV screen what will happen if they use drugs and what will happen if they remain drug free.

Straight Up. A fantasy adventure that features information on the effects of drugs, developing refusal skills, building self-esteem and resisting peer pressure.

JUNIOR HIGH

Straight at Ya. Tips on peer pressure, saying no and building self-esteem.

Lookin' Good. A two-part series based on actual incidents that convey the dangers of drug use and promote the use of peer support groups.

HIGH SCHOOL

Hard Facts About Alcohol, Marijuana, and Crack. Offers factual information about the dangers of drug use in a series of dramatic vignettes.

Speak Up, Speak Out: Learning to Say No to Drugs. Gives students specific techniques they can use to resist peer pressure and say no to drug use.

Dare to Be Different. Uses the friendship of two high school athletes in their senior year to illustrate the importance of goals and values in resisting pressures to use drugs.

Downfall: Sports and Drugs. Shows how drugs affect athletic performance and examines the consequences of drug use, including steroid use, on every aspect of an athlete's life—career, family, friends, sense of accomplishment and self-esteem.

Private Victories. Illustrates the effects of drug and alcohol use on students and the value of positive peer influences in resisting peer pressure to use drugs.

OTHER VIDEOTAPES

Say No! to Drugs. A videotape that offers a practical, easy-to-follow approach to improve family communications, particularly on the subject of adolescent drug and alcohol use. It includes interviews with experts in the field. NIMCO, P.O. Box 009-GAM, Calhoun, KY 42327. 1-800-962-6662. $64.95.

Attachment Y (page 1) - Lesson 24 (Level D, Part 2)

SPECIFIC DRUGS AND THEIR EFFECTS

[The following is provided by The U.S. Department of Education.]

Tobacco

The smoking of tobacco products is the chief avoidable cause of death in our society. Smokers are more likely than nonsmokers to contract heart disease—some 170,000 die each year from smoking-related coronary heart disease. Lung, larynx, esophageal, bladder, pancreatic and kidney cancers also strike smokers at increased rates. Some 30 percent of cancer deaths (130,000 per year) are linked to smoking. Chronic obstructive lung disease such as emphysema and chronic bronchitis are 10 times more likely to occur among smokers than among nonsmokers.

Smoking during pregnancy also poses serious risks. Spontaneous abortion, preterm birth, low birth weights and fetal and infant deaths are all more likely to occur when the pregnant woman/mother is a smoker.

Cigarette smoke contains some 4,000 chemicals, several of which are known carcinogens. Other toxins and irritants found in smoke can produce eye, nose and throat irritations. Carbon monoxide, another component of cigarette smoke, combines with hemoglobin in the blood stream to form carboxyhemoglobin, a substance that interferes with the body's ability to obtain and use oxygen.

Perhaps the most dangerous substance in tobacco smoke is nicotine. Although it is implicated in the onset of heart attacks and cancer, its most dangerous role is reinforcing and strengthening the desire to smoke. Because nicotine is highly addictive, addicts find it very difficult to stop smoking. Of 1,000 typical smokers, fewer than 20 percent succeed in stopping on the first try.

Although the harmful effects of smoking cannot be questioned, people who quit can make significant strides in repairing damage done by smoking. For pack-a-day smokers, the increased risk of heart attack dissipates after 10 years. The likelihood of contracting lung cancer as a result of smoking can also be greatly reduced by quitting.

Alcohol

Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.

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SPECIFIC DRUGS AND THEIR EFFECTS (continued)

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

Cannabis

All forms of cannabis have negative physical and mental effects. Several regularly observed physical effects of cannabis are a substantial increase in the heart rate, bloodshot eyes, a dry mouth and throat and increased appetite.

Use of cannabis may impair or reduce short-term memory and comprehension, alter sense of time and reduce ability to perform tasks requiring concentration and coordination, such as driving a car. Research also shows that students do not retain knowledge when they are "high." Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana can also produce paranoia and psychosis.

Because users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco smoke.

Long-term users of cannabis may develop psychological dependence and require more of the drug to get the same effect. The drug can become the center of their lives.

Type	What is it called?	What does it look like?	How is it used?
Marijuana	Pot, Grass, Weed, Reefer, Dope, Mary Jane, Sinsemilla, Acapulco Gold, Thai Sticks	Dried parsley mixed with stems that may include seeds	Eaten; Smoked
Tetrahydro-cannabinol	THC	Soft gelatin capsules	Taken orally
Hashish	Hash	Brown or black cakes or balls	Eaten; Smoked
Hashish Oil	Hash Oil	Concentrated syrupy liquid varying in color from clear to black	Smoked; mixed with tobacco

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SPECIFIC DRUGS AND THEIR EFFECTS (continued)

Inhalants

The immediate negative effects of inhalants include nausea, sneezing, coughing, nosebleeds, fatigue, lack of coordination and loss of appetite. Solvents and aerosol sprays also decrease the heart and respiratory rates and impair judgment. Amyl and butyl nitrite cause rapid pulse, headaches and involuntary passing of urine and feces. Long-term use may result in hepatitis or brain damage.

Deeply inhaling the vapors, or using large amounts over a short time, may result in disorientation, violent behavior, unconsciousness or death. High concentrations of inhalants can cause suffocation by displacing the oxygen in the lungs or by depressing the central nervous system to the point that breathing stops.

Long-term use can cause weight loss, fatigue, electrolyte imbalance and muscle fatigue. Repeated sniffing of concentrated vapors over time can permanently damage the nervous system.

Type	What is it called?	What does it look like?	How is it used?
Nitrous Oxide	Laughing Gas, Whippets	Propellant for whipped cream in aerosol spray can; Small 8-gram metal cylinder sold with a baloon or pipe (buzz bomb)	Vapors inhaled
Amyl Nitrite	Poppers, Snappers	Clear yellowish liquid in ampules	Vapors inhaled
Butyl Nitrite	Rush, Bolt, Locker Room, Bullet, Climax	Packaged in small bottles	Vapors inhaled
Chlorohydrocarbons	Aerosol sprays	Aerosol paint cans; Containers of cleaning fluid	Vapors inhaled
Hydrocarbons	Solvents	Cans of aerosol propellants, gasoline, glue, paint thinner	Vapors inhaled

Cocaine

Cocaine stimulates the central nervous system. Its immediate effects include dilated pupils and elevated blood pressure, heart rate, respiratory rate and body temperature. Occasional use can cause a stuffy or runny nose, while chronic use can ulcerate the mucous membrane of the nose. Injecting cocaine with contaminated equipment can cause AIDS, hepatitis and other diseases. Preparation of freebase, which involves the use of volatile solvents, can result in death or injury from fire or explosion. Cocaine can

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SPECIFIC DRUGS AND THEIR EFFECTS (continued)

produce psychological and physical dependency, a feeling that the user cannot function without the drug. In addition, tolerance develops rapidly.

Crack or freebase rock is extremely addictive, and its effects are felt within 10 seconds. The physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia and seizures.

The use of cocaine can cause death by cardiac arrest or respiratory failure.

Type	What is it called?	What does it look like?	How is it used?
Cocaine	Coke, Snow, Flake, White, Blow, Nose Candy, Big C, Snowbirds, Lady	White crystalline powder, often diluted with other ingredients	Inhaled through passages; Injected; Smoked
Crack	Freebase rocks, Rock	Light brown or beige pellets—or crystalline rocks that resemble coagulated soap; often packaged in small vials	Smoked

Other Stimulants

Stimulants can cause increased heart and respiratory rates, elevated blood pressure, dilated pupils and decreased appetite. In addition, users may experience sweating, headache, blurred vision, dizziness, sleeplessness and anxiety. Extremely high doses can cause a rapid or irregular heartbeat, tremors, loss of coordination and even physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever or heart failure.

In addition to the physical effects, users report feeling restless, anxious and moody. Higher doses intensify the effects. Persons who use large amounts of amphetamines over a long period of time can develop an amphetamine psychosis that includes hallucinations, delusions and paranoia. These symptoms usually disappear when drug use ceases.

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SPECIFIC DRUGS AND THEIR EFFECTS (continued)

Type	What is it called?	What does it look like?	How is it used?
Amphetamines	Speed, Uppers, Ups, Black Beauties, Pep Pills, Copilots, Bumblebees, Hearts, Benzedrine, Dexedrine, Footballs, Biphetamine	Capsules; Pills; Tablets	Taken orally; Injected; Inhaled through nasal passages
Methamphetamines	Crank, Crystal Meth, Crystal Methedrine, Speed	White powder; Pills; A rock that resembles a block of paraffin	Taken orally; Injected; Inhaled through nasal passages
Additional Stimulants	Ritalin, Cylert, Preludin, Didrex, Pre-State, Voranil, Tenuate, Tepanil, Pondimin, Sandrex, Plegine, Ionamin	Pills; Capsules; Tablets	Taken orally; Injected

Depressants

The effects of depressants are in many ways similar to the effects of alcohol. Small amounts can produce calmness and relaxed muscles, but somewhat larger doses can cause slurred speech, staggering gait and altered perception. Very large doses can cause respiratory depression, coma and death. The combination of depressants and alcohol can multiply the effects of the drugs, thereby multiplying the risks.

The use of depressants can cause both physical and psychological dependence. Regular use over time may result in a tolerance to the drug, leading the user to increase the quantity consumed. When regular users suddenly stop taking large doses, they may develop withdrawal symptoms ranging from restlessness, insomnia and anxiety to convulsions and death.

Babies born to mothers who abuse depressants during pregnancy may be physically dependent on the drugs and show withdrawal symptoms shortly after they are born. Birth defects and behavioral problems also may result.

Type	What is it called?	What does it look like?	How is it used?
Barbiturates	Downers, Barbs, Blue Devils, Red Devils, Yellow Jacket, Yellows, Nembutal, Seconal, Amytal, Tuinals	Red, yellow, blue or red and blue capsules	Taken orally
Methaqualone	Quaaludes, Ludes, Sopors	Tablets	Taken orally
Tranquilizers	Valium, Librium, Equanil, Miltown, Serax, Tranxene	Tablets; Capsules	Taken orally

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SPECIFIC DRUGS AND THEIR EFFECTS (continued)

Hallucinogens

Phencyclidine (PCP) interrupts the functions of the neocortex, the section of the brain that controls the intellect and keeps instinct in check. Because the drug blocks pain receptors, violent PCP episodes may result in self-inflicted injuries.

The effects of PCP vary, but users frequently report a sense of distance and estrangement. Time and body movement are slowed down. Muscular coordination worsens and senses are dulled. Speech is blocked and incoherent.

Chronic users of PCP report persistent memory problems and speech difficulties. Some of these effects may last six months to a year following prolonged daily use. Mood disorders—depression, anxiety, and violent behavior—also occur. In later stages of chronic use, users often exhibit paranoid and violent behavior and experience hallucinations.

Large doses may produce convulsions and coma, as well as heart and lung failure.

Lysergic acid (LSD), mescaline and psilocybin cause illusions and hallucinations. The physical effects may include dilated pupils, elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness and tremors.

Sensations and feelings may change rapidly. It is common to have a bad psychological reaction to LSD, mescaline and psilocybin. The user may experience panic, confusion, suspicion, anxiety and loss of control. Delayed effects, or flashbacks, can occur even after use has ceased.

Type	What is it called?	What does it look like?	How is it used?
Phencyclidine	PCP, Angel Dust, Loveboat, Lovely, Hog, Killer Weed	Liquid; Capsules; White crystalline powder; Pills	Taken orally; Injected; Smoked—can be sprayed on cigarettes, parsley and marijuana
Lysergic Acid Diethylamide	LSD, Acid, Green or Red Dragon, White Lightning, Blue Heaven, Sugar Cubes, Microdot	Brightly colored tablets; Impregnated blotter; Thin squares of gelatin; Clear liquid	Taken orally; Licked off paper; Gelatin and liquid can be put in eyes
Mescaline and Peyote	Mesc, Buttons, Cactus	Hard brown discs; Tablets; Capsules	Discs—chewed, swallowed, or smoked; Tablets and capsules—taken orally
Psilocybin	Magic Mushrooms, Mushrooms	Fresh or dried mushrooms	Chewed and swallowed

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SPECIFIC DRUGS AND THEIR EFFECTS (continued)

Narcotics

Narcotics initially produce a feeling of euphoria that often is followed by drowsiness, nausea and vomiting. Users also may experience constricted pupils, watery eyes and itching. An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma and possible death.

Tolerance to narcotics develops rapidly and dependence is likely. The use of contaminated syringes may result in diseases such as AIDS, endocarditis and hepatitis. Addiction in pregnant women can lead to premature, stillborn or addicted infants who experience severe withdrawal symptoms.

Type	What is it called?	What does it look like?	How is it used?
Heroin	Smack, Horse, Brown Sugar, Junk, Mud, Big H, Black Tar	Powder, white to dark brown; Tarlike substance	Injected; Inhaled through nasal passages; Smoked
Methadone	Dolophine, Methadose, Amidone	Solution	Taken orally; Injected
Codeine	Empirin compound with Codeine, Tylenol with Codeine, Codeine, Codeine in cough medicines	Dark liquid varying in thickness; Capsules; Tablets	Taken orally; Injected
Morphine	Pectoral syrup	White crystals; Hypodermic tablets; Injectable solutions	Injected; Taken orally; Smoked
Opium	Paregoric, Dover's Powder, Parepectolin	Dark brown chunks; Powder	Smoked; Eaten
Other Narcotics	Percocet, Percodan, Tussionex, Fentanyl, Darvon, Talwin, Lomotil	Tablets; Capsules; Liquid	Taken orally; Injected

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SPECIFIC DRUGS AND THEIR EFFECTS (continued)

Designer Drugs

Illegal drugs are defined in terms of their chemical formulas. To circumvent these legal restrictions, underground chemists modify the molecular structure of certain illegal drugs to produce analogs known as designer drugs. These drugs can be several hundred times stronger than the drugs they are designed to imitate.

Many of the so-called designer drugs are related to amphetamines and have mild stimulant properties but are mostly euphoriants. They can produce severe neurochemical damage to the brain.

The narcotic analogs can cause symptoms such as those seen in Parkinson's disease: uncontrollable tremors, drooling, impaired speech, paralysis and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating and fainting. Psychological effects include anxiety, depression and paranoia. As little as one dose can cause brain damage. The analogs of phencyclidine cause illusion, hallucinations and impaired perception.

Type	What is it called?	What does it look like?	How is it used?
Analogs of Fentanyl (Narcotic)	Synthetic Heroin, China White	White powder identically resembling heroin	Inhaled through nasal passages; Injected
Analogs of Meperidine (Narcotic)	Synthetic Heroin, MPTP (New Heroin), MPPP, PEPAP	White powder	Inhaled through nasal passages; Injected
Analogs of Amphetamines and Methamphetamines (Hallucinogens)	MDMA (Ecstasy, XTC, Adam, Essence), MDM, STP, PMA, "2, 5-DMA," TMA, DOM, DOB, EVE	White powder; Tablets; Capsules	Taken orally; Injected; Inhaled through nasal passages
Analogs of Phencyclidine (PCP)	PCPy, PCE, TCP	White powder	Taken orally; Injected; Smoked

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SPECIFIC DRUGS AND THEIR EFFECTS (continued)

Anabolic Steroids

Anabolic steroids are a group of powerful compounds closely related to the male sex hormone testosterone. Developed in the 1930s, steroids are seldom prescribed by physicians today. Current legitimate medical uses are limited to certain kinds of anemia, severe burns and some types of breast cancer.

Taken in combination with a program of muscle-building and diet, steroids may contribute to increases in body weight and muscular strength. Because of these properties, athletes in a variety of sports have used steroids since the 1950s, hoping to enhance performance. Today, they are being joined by increasing numbers of young people seeking to accelerate their physical development.

Steroid users subject themselves to more than 70 side effects ranging in severity from liver cancer to acne and including psychological as well as physical reactions. The liver and the cardiovascular and reproductive systems are most seriously affected by steroid use. In males, use can cause withered testicles, sterility and impotence. In females, irreversible masculine traits can develop along with breast reduction and sterility. Psychological effects in both sexes include very aggressive behavior known as "roid rage" and depression. While some side effects appear quickly, others, such as heart attacks and strokes, may not show up for years.

Signs of steroid use include quick weight and muscle gains (if steroids are being used in conjunction with a weight training program; behavioral changes, particularly increased aggressiveness and combativeness; jaundice, purple or red spots on the body; swelling of feet or lower legs; trembling; unexplained darkening of the skin; and persistent unpleasant breath odor.

Steroids are produced in tablet or capsule form for oral ingestion, or as a liquid for intramuscular injection.

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WHAT DRUGS CAN DO TO YOU

EFFECTS OF THE DRUG: ______________________________

Directions: Use the fact sheet about this particular drug to find information to complete the following form. Share your findings with the class.

Real Name of Drug	Other Names of Drug	Stimulant, Depressant or Hallucinogen?	Immediate or Short Term Effects (Negative)	Long Term Effects (Negative)	Most Serious Dangers

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Lesson 25

Topic

Describing and Expressing Feelings

Student Objectives

The students will:

205. Explain that all people have a variety of feelings, both pleasant and unpleasant
207. Know they are a loved and loving person
211. Own their own feelings
212. Decide that they can make choices about the ways they respond to their own feelings and those of others
213. Appraise the importance of being true to their own feelings

Lesson Overview

A verse from scripture is used to introduce discussion about the importance of feelings and the choices we have in responding to and expressing our feelings. Students use a handout to identify some of their feelings. They close the lesson with both scripture and affirmations, which summarize the lesson concepts.

Basic Information

In teaching about feelings, the following concepts are important:

1. Feelings are spontaneous internal responses to what we experience and perceive. Feelings differ from thoughts. There usually are some bodily sensations associated with feelings.
2. Feelings are neither good nor bad. Morality is connected with how we choose to think and act, often in response to feelings.
3. Some feelings are comfortable or pleasant; others are unpleasant, uncomfortable or even painful. All feelings give us important information about ourselves and the reality we perceive.
4. Feelings tell us about what we need or want and they give us energy to act in order to care for ourselves and others. Feelings let us know when something needs to change or not change. In a prayerful, reflective atmosphere, feelings can be one way the Spirit moves us.
5. Dealing with feelings involves:
   - Paying attention to the particular feeling I am having (not just what I think about the feeling or situation).
   - Taking responsibility for and owning the feeling as mine. (No one made me feel this way. This feeling is from within me.)
   - Being honest (with myself and others) about how I feel. (We can't get rid of unwanted feelings by hiding or denying them. "The stomach keeps score.")
   - Choosing sensible, helpful, healthy ways to express and respond to feelings. Hurting ourselves or others is wrong.

Suggested Materials

- "Everybody Has Feelings" (Handout #46)
- "For Behold, O God" (Handout #47)

Teaching/Learning Activities

TEACHER'S ROLE

Provide a Christian perspective for understanding and accepting feelings. Help students to explore their own feelings and find healthy ways to express and respond to them.

ACTIVITY/EXPERIENCE

1. Display the following verse from the book of Psalms:

   "For behold, O God, you are pleased with sincerity of heart, and in my inmost being you teach me wisdom" (Psalm. 51:8).

2. Ask students what they think this verse tells us about listening to our hearts and the feelings we have. Lead a discussion along the following lines:

   "Each of us is created in the image of God. God breathed the

Lesson
25

Describing and Expressing Feelings

(continued)

Spirit into us, who teaches and guides us in our inner self. One way we can listen to the Spirit of God is to believe that we are loved and good and to listen to the feelings that come from within us. Our feelings are important; they are neither good nor bad. Instead, feelings are spontaneous reactions inside us that tell us something about ourselves, about God and about God's world and the people in it. Listening to our feelings helps us to understand what is happening, what we need and what we can do about it.

"Some feelings are comfortable and pleasant, like feeling proud, excited, hopeful, happy or loved. Some feelings are uncomfortable or unpleasant, like feeling angry, afraid, ashamed, disappointed or sad. Everyone has feelings, both pleasant and unpleasant ones."

3. Have students brainstorm (in small groups, if desired) as many feelings as they can think of. List these on the board. Be sure to include both comfortable and uncomfortable feelings.
4. Distribute "Everybody Has Feelings" (Handout #46) and have students complete it. After a few minutes, encourage students to share their responses to each item. Affirm all responses and point out that there are a variety of ways one might feel in any given situation.
5. Continue discussion along the following lines:

   "Sometimes our feelings seem so strong that they just come spilling out — like when you are so excited and happy that you sing or dance around. Expressing happy feelings this way is usually not a problem. However, when our unhappy or uncomfortable feelings are strong, we must be careful not to hurt other people or ourselves by the way that we let our feelings out.

   "Here are some examples:

   - "Jeremiah felt angry and frustrated about his parents' divorce, so he started picking on kids at the bus stop.
   - "Amelia felt lonely and abandoned when her best friend, Anna, started spending time with someone else. Amelia wrote a nasty note to Anna, calling her names and saying mean things about her.
   - "Peter felt jealous about all the attention everybody was giving to his new baby sister. He stomped on and smashed some of the things people had given the baby.
   - "Marcia felt disappointed and angry that she didn't get to play in the basketball game. She picked a fight with her little brother and pushed him down."
6. Continue, "It is important to listen to our feelings and to think about what they are telling us. It also is important to express our feelings in healthy and not harmful ways. How you feel is never wrong; how you choose to act in response to your feelings may be wrong, if you choose to hurt others or yourself.

   "When our feelings are strong, especially uncomfortable or unhappy feelings, we need to stop and think about how to act. We need to choose healthy ways to act, ways that are not hurtful.

   "Every time we choose to express our feelings in a healthy way and to avoid hurting someone, it will become easier to do."
7. Go back to each of the above examples and ask students to think of at least three healthy and helpful ways to express and respond to the given feelings. Help students realize that they have many options and therefore, cannot blame another person or situation for the way they choose to act.

   Suggest some possible options:

   - Angry — stop and calm down, take a break, talk to someone about it, explain why you are angry, work out to release some energy, cry, etc.

- Frustrated — take a break, think about what you can change and what you cannot control, ask for help, talk to someone about your frustrations, get some rest, etc.
- Lonely — call other friends, talk to someone, do something you enjoy, reach out to help someone else, etc.
- Jealous — think about the good things you have and about the people who do care about you, spend time with a friend, ask for what you need, tell someone about your feelings, etc.
- Disappointed — talk to someone, say how you feel, do something you like to do, cry, spend time alone or with friends, etc.

8. Continue brainstorming healthy and helpful responses to other uncomfortable feelings, such as: sad; scared; bored; embarrassed. (Note: This could be a small group activity.)

PROCESSING THE EXPERIENCE

Content Questions:

1. Why is it important to listen to our feelings?
2. How do our feelings help us understand ourselves and what is happening in our lives?
3. What is the difference between how we feel and how we act?
4. Why is it important to stop and think of how we are feeling and how we can respond to the feelings?
5. What are some healthy and helpful ways you can respond to unpleasant feelings?

Personalization Questions:

1. What pleasant feelings do you have most often?
2. What unpleasant or uncomfortable feelings do you sometimes have?
3. When your feelings are strong, who is a safe person for you to tell how you really feel?
4. What else can you do to take care of yourself when your feelings are uncomfortable?

CLOSURE

As a class, recite the scripture verse, "For behold, O God" (Handout #47), and the personal affirmations together. You may decorate the sheet and keep it as a reminder for yourself.

Possible Extension Activity

Discuss the importance of acknowledging and being honest about what we are really feeling. Say, "If we deny or refuse to admit what we are truly feeling (try to pretend we don't have the feeling), our body will eventually react with stress or our feelings will come out in some other way." Ask which responses are denying and which are accepting of the true feelings in the following situations.

- Doug usually makes a lot of mistakes in spelling. Today he spelled all the words correctly. Someone says, "Wow! You must feel great!" Doug's response: "I sure do! I'm proud of myself!" (accepting the feeling); "Oh, it isn't such a big deal!" (denying the feeling).
- Your big brother just took your new bike without checking with you about it. Someone says, "Man, I'd be so mad about that!" Your response: "I am mad! It's not fair for him to do that!" (accepting); "He can use it. I don't mind" (denying).
- You were the last person chosen for a team. Someone asks if your feelings are hurt. Your response: "Who cares? I'm always last!" (denying); "I feel bad. I don't think they like me!" (accepting).
- Your poem won first prize. Someone says, "Gee, that's great!" Your response: "It wasn't that good!" (denying); "I'm so happy! I can't wait to tell my friend!" (accepting).

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EVERYBODY HAS FEELINGS

Directions: Think about how you might feel in the following situations. Write the feeling or feelings on the lines.

1. If I were in the middle of a really good movie on TV and the electricity suddenly went out, I might feel ______________________________.
2. If my favorite pet were sick and had to stay overnight at the vet, I might feel ______________________________.
3. If my parents just told me that we were going to go to Disneyland for a vacation, I might feel ______________________________.
4. If I were carrying my food tray and tripped and spilled it on the floor, I might feel ______________________________.
5. If I found out that a big test we were supposed to have today is postponed until tomorrow, I might feel ______________________________.
6. If I have an important solo part in a big performance tonight, I might feel ______________________________.

For the next sentences, think of situations when you usually would have the certain feeling.

7. I feel annoyed when ______________________________.
8. I feel proud when ______________________________.
9. I feel angry when ______________________________.
10. I feel hurt when ______________________________.
11. I feel happiest when ______________________________.
12. I feel peaceful when ______________________________.
13. I feel afraid when ______________________________.
14. I feel frustrated when ______________________________.
15. I feel nervous when ______________________________.

"For behold, O God, you are pleased
with sincerity of heart, and in my inmost being
you teach me wisdom."

(Psalm. 51:8)

I am a good person.
God created me and God's Spirit lives in me.

My feelings are important.
I can listen to what I am really feeling
and I can tell someone how I feel.

None of my feelings are bad,
only comfortable or uncomfortable.

When my feelings are strong,
I can stop and decide how to act.

I can choose healthy and helpful ways to respond to my feelings
and care for myself and others.

Lesson 26

Topic

Describing and Expressing Feelings

Student Objectives

The students will:

214. Evaluate the importance of responding to others' needs when their needs conflict
215. Practice ways of coping with and sharing feelings

Lesson Overview

Students use a chart to record ways they have handled their feelings in specific situations. This and other given situations become the basis for discussion and practice of ways to acknowledge feelings and needs of both self and others in a conflict situation.

Basic Information

This lesson focuses on the role of strong feelings in the midst of conflict. It touches on strategies for handling one's own feelings in a healthy way, while acknowledging and responding to those of the other person. This objective will be further expanded in the lessons on "Conflict Resolution" (Lessons 27-29).

Suggested Materials

- "Taking Care of My Feelings" (Handout #48)
- "Situations" (Attachment Z)

Teaching/Learning Activities

TEACHER'S ROLE

Provide guidance and practice in ways of dealing with feelings in conflict situations.

ACTIVITY/EXPERIENCE

1. Give students "Taking Care of My Feelings" (Handout #48). Read the directions and have students complete the page with experiences they can recall, how they felt and what they did. When students are finished, ask them to look at the third column and put a star by responses that were healthy and helpful ways to take good care of their feelings.

   Ask, "Why are these healthy responses? What are some of the negative or hurtful responses? What else could you have done?"
2. Tell the class, "When we find ourselves in conflict with someone else, when their wants or needs are in conflict with what we want or need, it is important that we stop and think. These are situations which often involve strong feelings and how we choose to respond to our feelings and the other person's feelings makes all the difference."

   Continue, "Consider this situation: "You and a friend are walking in the mall together when you both see a dollar on the ground. You start to argue over who saw it first and who should get it.""

   Ask, "What are some things that might happen next? What are you feeling? What do you think your friend is feeling? Why is it important to consider your friend's feelings, as well as your own? What are some ways to resolve this situation so that both persons' needs and feelings are respected?"
3. Ask students to share other examples of conflicting needs and feelings (perhaps some from the handout they just completed). Choose students to take the parts of the people in the conflict and to identify what the needs and feelings of each person are. Emphasize the importance of acknowledging and responding to the feelings and needs of both sides.
4. Have the students discuss ways to let the other person know that you care about how they feel and ways to express what you yourself need and feel. Use the following steps with the examples from "Situations" (Attachment Z):

- Stop and Think — What's going on here? What am I feeling? What do I want or need?
- Put Yourself in the Other Person's Shoes — What is he or she feeling? What does he or she want or need?
- Talk about the Problem — Say how you feel and what you would like. Ask the other person about their feelings and what he or she would like.
- Work Out a Solution That Respects Both People — Think of many options. Pray for guidance. Try cooperating or compromising. Ask for help if you need it.

(Note: It is not always possible to resolve a given situation in a way that completely satisfies both parties. Emphasize that one must be realistic. See "Conflict Resolution" lessons to further develop these skills and concepts.)

PROCESSING THE EXPERIENCE

Content Questions:

1. How do people's feelings, needs and wants sometimes create conflict?
2. Why is it important to think about and respond to the other person's feelings, needs and wants when they are in conflict with your own?
3. How can you tell someone what you want or feel without being bossy?
4. How can you find out what the other person is feeling and needing?
5. Why is it important to figure out what you can change and what is not in your control?
6. What can you do if the other person doesn't listen to how you feel or what you want?
7. Why is it important to think of other ways to take care of your needs and feelings?
8. When is it necessary to let go of what you wanted and change your plans?

Personalization Questions:

1. What feelings are harder for you to handle in healthy ways? How can you practice positive ways to take care of these feelings?
2. None of your feelings are bad. Some are uncomfortable and you may not like feeling that way. What feelings are hardest for you to admit you are feeling? Practice saying to yourself, "I am feeling ______ and that's okay."

CLOSURE

With a partner, share one or more of the following:

- Some feelings that are hard for me to handle are: ____________________.
- When I feel (angry, sad, disappointed, jealous, lonely, afraid, embarrassed, etc.) I will try to handle it by: ____.
- One way I plan to try to be more sensitive to another person's feelings and needs is: ___________________.

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Handout #48 - Lesson 26 (Level D, Part 2)

TAKING CARE OF MY FEELINGS

Directions: In the first column below, write three problems that you have had with your family, with your friends or with things that have happened in your life. In the next two columns, write how you felt and what you chose to do when you felt that way.

THIS IS WHAT HAPPENED	THIS IS HOW I FELT	THIS IS WHAT I DID

Attachment Z - Lesson 26 (Level D, Part 2)

SITUATIONS

1. You are about to start a game at recess with a few other kids (shooting baskets, for example). One of the kids always insists on being first. You don't like that.

2. You want to stay overnight with a friend, but your mom says you can't because she doesn't think the neighborhood where your friend lives is a safe place.

3. It's your turn to do the dishes, but you want your little sister to trade with you so that you can go with a friend to a movie. Your sister doesn't want to trade because her favorite shows are on TV tonight and she doesn't want to miss them.

4. You want your teacher to let you go to the library to work on a project that is due tomorrow. Your teacher says that you can't go now because you haven't finished your art assignment and properly cleaned up your work area.

5. You don't have a lunch ticket and you forgot to bring money for lunch today. You try to talk the lunchroom attendant into letting you eat today and you will pay for it tomorrow. She tells you that she cannot give you credit because too many kids have done that and never paid and the principal has given her directions not to allow it anymore.

Lesson 27

Topic
Conflict Resolution

Student Objectives
The students will:

225. Be open to the perspective of others in conflict situations
226. Identify those aspects of conflicts which they can and cannot control
227. Practice a group process for resolving conflict

Lesson Overview
A story of a playground conflict is presented and questions are used to help students explore the dynamics of such a conflict. A group problem-solving process is then presented and practiced by the class. Closure focuses on the "Serenity Prayer."

Suggested Materials
- "Conflict Situation: The Ball Field" (Attachment AA)

Teaching/Learning Activities

TEACHER'S ROLE
Guide students in applying a group process for resolving a conflict.

ACTIVITY/EXPERIENCE
1. Use "The Ball Field" (Attachment AA) to describe the conflict situation between Jordan, Tony and their friends over the ball field. Help students understand the dynamics of the conflict by asking "Content Questions" #1-9.
2. Explain that one good way to settle a conflict is to decide not to keep blaming each other for the problem, but instead to work together to think of solutions that will solve the problem for everyone involved. Continue by listing the following basic steps:
   - Ground rules — everyone gets a turn to speak; everyone listens to all others; and no blaming is allowed.
   - Group agrees on what the problem is.
   - Group members suggest solutions to the problem, with each really listening to the others' views.
   - Group decides on a solution and agrees to try it.
   - If the solution does not solve the problem, repeat the above. (No one is at fault.)

   (Note: This is a learning process for students. It is important that teachers or other adults allow them to use trial and error in aiming for solutions that they believe will work. Avoid critiquing their solutions without allowing them to discover for themselves what does or does not work. The teacher's role is to be sure the ground rules are followed.)
3. Use the ball field situation from Attachment AA (or a similar current conflict in your classroom or school) to practice the above process. Bear in mind that this process is an ongoing one, involving follow-up class meetings to evaluate the success of the solutions tried.
4. To discuss control, tell the class, "In most situations in life, no one can totally control what anyone else says or does, nor how others feel about what you say or do. What we do have control over is our own self, what we say, how we say it, what we do, when and where we do it, whether we express our feelings, how and when we express them and to whom." Refer to the conflict story and ask:
   - "What did Jordan have true control over?" (His own words and actions, i.e., no one made him say or do what he chose to say and do.)
   - "What did Tony think he could control?" (Who played on the field, whether Andre would tell Mr. Anderson.)

- "What did Tony really not have control over?" (Whether the others liked him or liked what he said or did, whether others decided to go along with him or not.)

PROCESSING THE EXPERIENCE

Content Questions:

1. Why was Jordan in such a hurry to get to the field?
2. Who was involved in this conflict?
3. What was the conflict about?
4. How did Tony try to control people? (By ignoring Jordan, giving orders about who does what, threatening Jordan and his friends, calling names, flexing his muscles, laughing, jeering.)
5. What feelings do you think Jordan had during this conflict? (Determined, angry, humiliated, frustrated, etc.)
6. What words made the conflict grow worse?
7. Did anyone try to avoid a fight? How?
8. Would avoiding a fight be the same as settling the conflict? Why or why not?
9. Did anyone suggest a solution to the conflict?
10. How could the boys have used the group process we just talked about to settle this?

Personalization Questions:

1. Why is it necessary to listen to others in order to really solve a conflict, such as the one between the boys on the ball field?
2. Can you think of other places, groups, situations in your life in which the group process that we practiced in this lesson might be a good way to settle conflicts?
3. How could you use this group process for conflicts that arise at home? Among friends outside of school?

CLOSURE

(Present the "Serenity Prayer.")

"God, grant me the serenity to accept the things I cannot change, courage to change the things I can, and wisdom to know the difference."

- Discuss the meaning of the "Serenity Prayer" and how it relates to resolving conflicts. Close by reciting the prayer together as a class.
- ***Or,*** print the prayer and illustrate it.
- ***Or,*** write about what the "Serenity Prayer" means to you.

Possible Extension Activity

To focus on bullies, tell the class, "Tony and his friends acted tough and made threats." Ask, "Is this a good way to get what you want?" Continue, "Bullies are people who use force or threats to get their way. Can anyone force someone else to like him or her? To trust him or her? Can a bully be sure that friends are truly friends or just afraid to disagree? What is a better way to win friends and treat friends?"

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Attachment AA - Lesson 27 (Level D, Part 2)

CONFLICT SITUATION: THE BALL FIELD

Jordan gulped his lunch as fast as he could to get to the baseball field on the playground before anyone else did. He was determined that this time, he and his friends would get to play on the good field at recess. Every day for the past week, Tony and the bigger boys had been hogging the field and hadn't let anyone else play on the field. They always said, "First come, first served and we got here first!"

Today for once, Jordan was the first one on the field. He was trying to catch his breath when he saw Tony and his friends racing toward him. "I bat first," said Tony. "You be the pitcher, Eddie, and the rest of you guys get out in the field until our team gets out here."

Jordan couldn't believe his eyes. They were taking over the field and he was there first! Just as Jordan's friends got to the field, Jordan yelled at Tony, "Hey, you guys, I was here first! We get the field!"

"Your team wasn't here, so it doesn't count," Tony jeered. "We're playing on this field, so get lost. Go play somewhere else."

Jordan was furious. "That's not fair! I was here first and you know it. You jerk!"

"Oh, yeah. Who's going to make us move!" Tony flexed his muscles and his friends laughed.

Jordan took a step towards Tony. His face was red and his fists were clenched. Andy quickly caught his arm and said, "C'mon, Jordan, let's go somewhere else. It's not worth a fight."

"Yeah, and I'm going to tell Mr. Anderson," called Andre. "You guys are not being fair."

"Go ahead, baby. Squeal on us. You'll be sorry," Tony snarled.

"We'll see who's a baby," said Joey as he spit towards Tony's friends.

In no time, the field was covered with the boys fighting and wrestling with each other. By the time the teacher arrived on the scene, the bell had rung for recess to end. No one got to play ball on the field that day.

Lesson 28

Topic

Conflict Resolution

Student Objectives

The students will:

228. Identify when it is important to stand up for one's beliefs and values
229. Explain the importance of handling personal conflict without involving extraneous people
234. Discuss how facing conflicts can contribute to personal growth

Lesson Overview

The New Testament passage about a disagreement between St. Peter and St. Paul is used to illustrate the virtue of speaking up about what one believes is right, instead of going along with a friend or group, even if they're doing something wrong. A modern-day story about a disagreement among friends then serves to stimulate discussion about facing conflict without involving others in taking sides.

Basic Information

Students may need a little background about St. Peter and St. Paul as fellow apostles and about the early Christian controversy about whether a person must first be circumcised as a Jew before becoming a Christian. (See Acts of the Apostles, Chapter 15, for further information.)

The conflict situation presented in this lesson's story is fairly typical among fifth and sixth graders. It is part of the developmental process of forming friendships and developing one's own value system and conscience. Understanding this as part of the struggle of growing up can help adults avoid "preaching" to students and instead, to guide students in the process of learning peaceful, honest, productive ways to face such conflicts.

Suggested Materials

- "The Party" (Attachment BB)
- New Testament

Teaching/Learning Activities

TEACHER'S ROLE

Use an example from scripture to illustrate the value of speaking up for what one believes is right. Guide discussion of a typical adolescent conflict situation among friends.

ACTIVITY/EXPERIENCE

1. Introduce the lesson by reading from Galatians 2:11-14.

   "When Peter came to Antioch, I (Paul) opposed him in public, because he was clearly wrong. Before some men who had been sent by James arrived there, Peter had been eating with the Gentile brothers. But after these men arrived, he drew back and would not eat with them, because he was afraid of those who were in favor of circumcising the Gentiles. The other Jewish brothers started acting like cowards, going along with Peter; and even Barnabas was swept along by their cowardly action. When I saw that they were not walking a straight path in line with the truth of the gospel, I said to Peter, in front of them all, 'You are a Jew, yet you have been living like a Gentile, not like a Jew. How, then, can you try to force Gentiles to live like Jews?' (Good News Bible, Today's English Version)."

2. Continue with the following questions:

- "What was Peter doing that Paul felt was wrong?" (Being a hypocrite, two-faced; Peter had been friendly with Christians who were not Jews, that is not circumcised, until some important Jewish Christians came to town. Then Peter acted like he didn't want to have anything to do with the Gentile Christians. Paul believed that this was not how Jesus taught us to act.)
- "How did Barnabas and other Jewish brothers react to Peter's behavior?" (They went along with Peter and did as he did.)

- "What did Paul do?" (Spoke up to challenge Peter publicly.)
- "Do you think it was right for Paul to speak up?
- "When is it important to speak up for one's beliefs and values?"

3. Stress, "Speaking up and doing what a person believes is right usually takes courage. It is often much easier to just go along, right or wrong."
4. Present the story, "The Party" (Attachment BB). Use the "Content Questions" to stimulate student discussion.
5. After discussing the content of the story, give students the opportunity to brainstorm and role-play responses in the following situations:

- Samantha calling Natalie back later.
- Natalie facing up to Kendra in the first place, without involving her friends.

PROCESSING THE EXPERIENCE

Content Questions:

1. Why was Natalie upset?
2. How did others become involved in the disagreement between Natalie and Kendra?
3. What decision does Samantha have to make?
4. Was the advice Samantha's mother gave her good advice?
5. How can Samantha choose not to get involved in the disagreement between her two friends?
6. How does facing up to a conflict with a friend help a person to grow?
7. How could Natalie have faced up to the conflict with Kendra without involving her friends?

Personalization Questions:

1. Have you ever found yourself on one side or the other of a conflict that did not involve you in the first place? How could you have stayed out of the conflict?
2. When you face hard decisions like Samantha's, with whom could you talk it over? Who can give you good advice?
3. Have you ever faced up to a friend or spoken up for what you believed was right? How did the experience help you to grow?

CLOSURE

Write a prayer for courage and wisdom in conflict situations.

Possible Extension Activity

Have students write a story, play or cartoon strip about someone facing up to a conflict situation by speaking up for what is right, without getting others involved in a feud.

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THE PARTY

Samantha curled up on the couch wondering what her friends were doing at school. It was almost time for dismissal, so someone would probably be calling her soon to tell her all about the day.

Samantha had been sick that day with a bad cold. She was hoping she would get over it by the time of her birthday party, Friday night. She had been excited for weeks, making plans to invite all of her friends.

When the phone rang, Samantha's mother answered it. "Oh hi, Natalie. I think Samantha is feeling well enough to talk. I'll get her."

Samantha was excited as she went to the phone. "Hi, Natalie. What did I miss out on in school today?"

Natalie sounded angry. "I'm so mad at Kendra. She's so mean. She used to be my friend."

"What happened?"

"She told everybody that I like Ben. Now they are all teasing me. Even the boys. I was so embarrassed! I'm never going to talk to Kendra again. Shelly and Margo are mad at her too because I told them what she did and they said that she was mean. We're not going to pay any attention to her because of what she did to me. Debbie took Kendra's side. She's such a traitor. We'll just see if I care. They'll be sorry."

"Is everybody mad at everybody else?" Samantha asked.

"Of course! How could they be so mean. I'll never be friends with them again. I sure hope you don't plan to invite Kendra or Debbie to your birthday party, Samantha. Because if you do, I won't come and neither will Shelly or Margo."

"Well...uh...gee, Natalie," Samantha stammered. "I gotta go eat supper, Natalie. I'll talk to you later. Good bye."

Samantha hung up the phone and just sat there staring and shaking her head. She couldn't believe this was happening. It was going to ruin her birthday party. Samantha's mother noticed her long face and asked her what was the matter.

"Gee, Mom, Natalie is mad at Kendra and everybody is involved in it and they won't come to my party if I invite Kendra."

"But Kendra is your friend."

"I know, Mom, and so is Natalie. What am I going to do?"

Mom sat down next to Samantha and thought for a minute. "This is a difficult situation, Samantha. It is important to do what you think is right."

"I don't want to make Natalie mad at me. I just wish they would all get along."

"It sounds like everybody has gotten involved in a disagreement that was just between Natalie and Kendra. You don't have to take sides. It doesn't involve you."

"But they are both my friends. I wanted them both to come to my party."

"Then you can choose to invite them both. Inviting them will show that you want them both as friends. They can choose to accept or not. If their disagreement keeps them from coming to your party, it won't be your fault."

"But what will I say to Natalie? She told me not to invite Kendra. What if she stops being my friend?"

"Sometimes, it is necessary to say to a friend what she may not want to hear. But doing what your heart says is right is always best. Your friends will know that they can count on you to be honest with them and not just agree with them. And Samantha, that is more important than trying to please your friends. You may be surprised that in time, your friends will be people who will treat you the same way."

"This is hard, Mom."

"I know, Samantha, but I'm sure you'll find a way to do the best thing."

Lesson 29

Topic

Conflict Resolution

Student Objectives

The students will:

230. Identify and practice ways to handle an unresolved conflict
235. Identify internal conflicts and practice a process for addressing them

Lesson Overview

After internal conflict is defined and several illustrations of it are given, a handout is used to help students discuss strategies for dealing with such conflict. Then the concept of unresolved conflict is introduced and ideas presented for dealing with it. Closure involves group discussion and examples of conflict are role-played by students. Extension activities include interviewing parents and other adults and re-enacting the conflicts in the story of the "Prodigal Son."

Suggested Materials

- "Internal Conflicts" (Handout #49)
- "Unresolved Conflicts" (Handout #50)
- New Testament

Teaching/Learning Activities

TEACHER'S ROLE

Define internal conflict and unresolved conflict and help students to explore ways to handle these types of conflict.

ACTIVITY/EXPERIENCE

1. Review the concept of conflict by asking students to define it. Build on their explanations by telling students that not all conflicts are between people; some conflicts are internal conflicts, that is, within a person.

   Explain, "Internal conflict is when you don't know what you really want; when you want something and don't want it at the same time; when you want two things, but can't have both; when you have to choose, but don't like any of your options; when you want to do something, but are afraid to try it; when you wish you could control or change something you can't."

   Give such examples of internal conflicts as:

- David wants to go with his friends to the amusement park, but it will cost him $15 and he is saving all his money to buy a stereo which he really wants.
- Julie is happy that her mother finally was able to get a job because she knows that the family needs the money to pay bills. But, Julie is not happy about having to watch her younger brother after school for two hours until her mom gets home from work. Julie misses her mom now since she doesn't get to spend much time with her since she started the job.
- Sarah's parents really want her to get good grades. Sarah did not study for the semester test today and her friend showed her a way to cheat and get a good grade. Sarah knows it is wrong to cheat and her parents wouldn't like it, but they will be angry and ground her if she fails the test.
- Someone stole some money that was left in the classroom and the teacher has said that there will be no recess and no class privileges until the guilty person comes forward. Patrick saw who took the money, but it was his friend and he doesn't want to get him into trouble.
- Sheena is excited about plans to spend Thanksgiving with her father, but she feels sad that her mom will be spending the holiday alone.
- Rodrico wants to go on the water slide with his friends, but he can't swim and he is afraid of the water. He doesn't want his friends to find out he is afraid.

Ask, "What is the internal conflict in each of these situations?"

2. Ask, "What are some other examples of internal conflict?" Use "Internal Conflicts" (Handout #49) to discuss ways to deal with such dilemmas.
3. Explain "unresolved conflicts." Tell the class, "Sometimes conflicts within a person or between people seem impossible to resolve in a way that is satisfactory. For example:
   - "When someone has a serious fight with a friend and then tries to make up, but the friend refuses to ever talk about it.
   - "When someone feels very angry with their father because he left the family when the children were little, but now the father is gone and no one knows where he is.
   - "When two brothers are angry with each other about something that happened when they were little and now they are grown up, but they still refuse to forgive each other or even talk to each other."
4. Ask, "What can a person do about an unresolved conflict?" Have the class brainstorm. List students' suggestions on the board. Ask which suggestions might help bring peace within the person and between the persons. Ask, "Which suggestions might keep the conflict going? Which suggestions might seem to bring peace, but really just hide true feelings?"
5. Use "Unresolved Conflicts" (Handout #50) to illustrate and discuss the best ways to deal with an unresolved conflict.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is internal conflict?
2. How does a person's conscience affect internal conflict?
3. How is internal conflict different from conflict between people? How is it similar?
4. What can a person do when she or he experiences an internal conflict?
5. What is unresolved conflict? What are some examples of unresolved conflict?
6. What are ways people sometimes keep a conflict going for a long time?
7. What responses seem to settle conflicts, but really only hide true feelings?
8. What are some possible ways to find peace within yourself, even if a conflict is not resolved the way you would like it?

Personalization Questions:

1. Think of an example of an internal conflict you have experienced.
2. What was the conflict about?
3. What choices did you face? What feelings did you have?
4. Who or what helped you resolve the conflict?
5. What steps did you take to deal with the conflict?
6. What do you think would be the hardest part of handling an unresolved conflict?
7. Who could you go to for help in dealing with a troubling internal or unresolved conflict?

CLOSURE

Think of examples of internal or unresolved conflicts someone your age might experience.

(Have these examples written on index cards. Distribute the cards to small groups.) In your group, use the handouts from this lesson to discuss ways to handle the conflict written on the card. You may wish to role-play the situation and your ideas for handling it.

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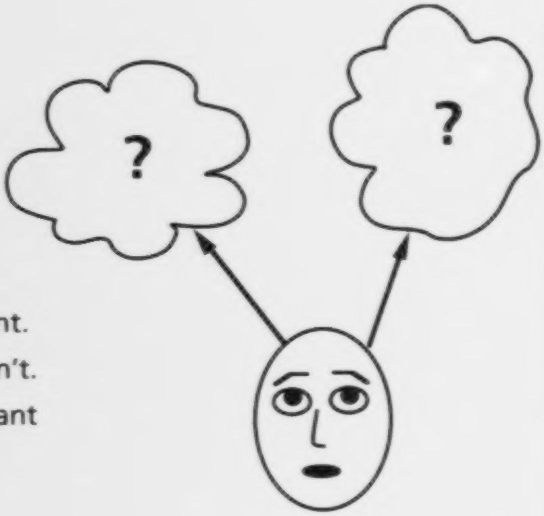
Possible Extension Activities

1. Have students interview parents and other trusted adults, using questions similar to the following:
   - "Do you sometimes feel conflict inside yourself, like having to choose between two things that are really important to you?
   - "What are some things you feel internal conflict about?
   - "How do you handle the conflict? How do you resolve it?
   - "Who do you get help from?
   - "How does your faith help you?
   - "How does your conscience help you?
   - "How do your values help you?"
2. Read the story of the "Prodigal Son" (Luke 15:11-32). Use this lesson and the handouts as tools to discuss characters who were in conflict with each other and within themselves. Ask, "How did each character try to resolve the conflicts? Did any conflict remain unresolved? How could it be resolved or if not, how could the person handle the unresolved conflict?" Have students role-play.

– ■ –

INTERNAL CONFLICTS



When you experience a conflict within yourself

- You want something you can't have.
- You have to choose between two things you really want.
- You don't know what you really want.
- You want to change something you can't.
- You want something, but you don't want the consequences of choosing it.

What can you do?

- Talk it over with a wise person.
- Pray about it.
- Write out your thoughts and feelings.
- Think about some of the questions below.
- Be honest with yourself and others.
- Do the best you can do, according to your conscience.

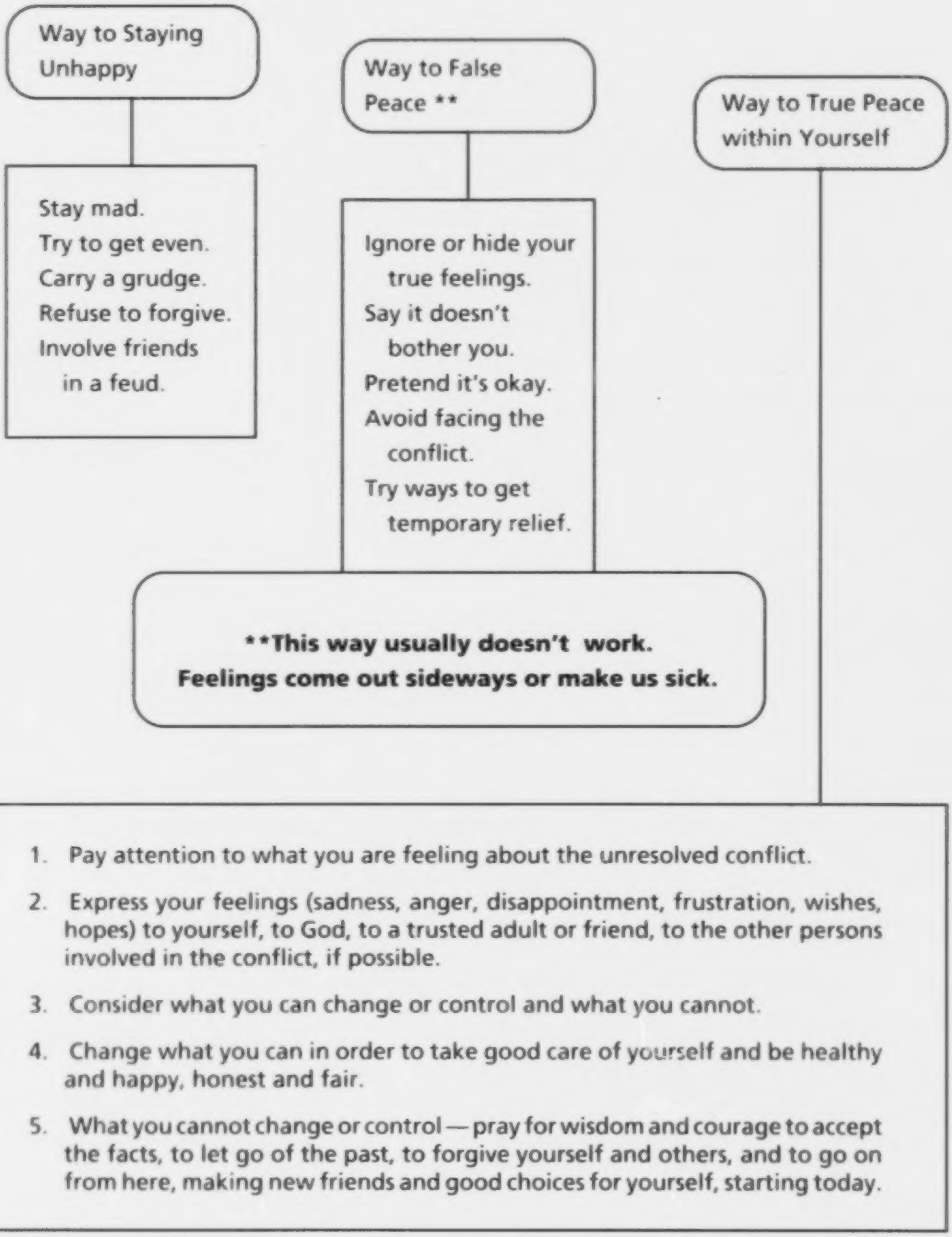
Ask yourself

- What is really the conflict inside me?
- What choices am I facing?
- What feelings, needs and wants are involved?
- What values are involved?
- What can I change or control and what do I need to accept?
- What are some of my options?
- How will I be affected by each possible choice?
- How will others be affected?
- How do I feel about each of the options?
- What do I believe is the right thing to do?
- Who can I talk to about this?

Handout #50 - Lesson 29 (Level D, Part 2)

UNRESOLVED CONFLICTS

When you've tried all the ways to peacefully settle a conflict with someone else or within yourself and it still is not settled.



Way to Staying Unhappy

- Stay mad.
- Try to get even.
- Carry a grudge.
- Refuse to forgive.
- Involve friends in a feud.

Way to False Peace **

- Ignore or hide your true feelings.
- Say it doesn't bother you.
- Pretend it's okay.
- Avoid facing the conflict.
- Try ways to get temporary relief.

****This way usually doesn't work. Feelings come out sideways or make us sick.**

Way to True Peace within Yourself

1. Pay attention to what you are feeling about the unresolved conflict.
2. Express your feelings (sadness, anger, disappointment, frustration, wishes, hopes) to yourself, to God, to a trusted adult or friend, to the other persons involved in the conflict, if possible.
3. Consider what you can change or control and what you cannot.
4. Change what you can in order to take good care of yourself and be healthy and happy, honest and fair.
5. What you cannot change or control — pray for wisdom and courage to accept the facts, to let go of the past, to forgive yourself and others, and to go on from here, making new friends and good choices for yourself, starting today.

Lesson 30

Topic
Loss

Student Objectives
The students will:

262. Realize the finality and inevitability of death as a part of all life cycles
263. Describe the stages of the grieving process
264. Know and review basic Catholic beliefs about death and afterlife
265. Discuss ways of supporting those who are grieving

Lesson Overview
Students have an opportunity to share their own experiences and questions about death. Handouts provide information for the class to review the grieving process, discuss ways to be supportive of a grieving person and review basic Catholic beliefs about life and death. Scripture is used to close the lesson.

Basic Information
Students this age tend to view death intellectually, based on biological observation, but have a hard time letting it sink in to a personal, emotional level. They tend to see death as a biological fact — universal, inevitable and irreversible, brought on by nature or accidents. They may worry about parents or grandparents, since they realize that no one lives forever. They can be fascinated by biological aspects of death and may need to talk about what "dead" means and what happens to the body after death.

Children this age have an acute sense of right and wrong. They may see death as punishment for something a person did or blame themselves for somehow causing the death. Feelings of guilt, responsibility and anger are common.

At this age, children have a sense of appropriateness: dead things should be buried. They may be caught up in concerns about family relationships after a death — who will take care of them and the family now; how will the household be run; how will money be earned? These concerns can cause real stress for a child.

Adults should avoid euphemisms about death, since these can cause misunderstandings. Reiterate that the child did not cause the death. Be honest about the death; children need to be able to trust adults. Help the 9 to 12-year-old to identify changes in his or her life that have occurred since the death (e.g., routines, family roles, moods or changes in other family members).

Vocabulary
Grief — feelings people have when someone they love dies or when they lose someone or something that is very important to them

Suggested Materials
- "Colors of Grief" (Handout #51)
- "Tips for Students: Being a Friend to Someone Who Is Grieving" (Handout #52)
- "Some Things We Believe about Life and Death" (Handout #53)
- "Death Concepts" (Attachment CC)
- New Testament

Teaching/Learning Activities

TEACHER'S ROLE
Review and clarify concepts of death and Catholic belief regarding death and eternal life. Increase awareness of the process of grieving and ways to be supportive of a grieving person.

ACTIVITY/EXPERIENCE
1. Ask students to name living things. List responses on the board. Sort them into plant, animal and human. Discuss the fact that all living things will die and explain that death is part of the life process.

   Ask, "What does 'death' mean?" (A living thing is no longer alive.) Ask, "What happens when a human being dies? (Their heart stops beating, their brain no longer functions to cause the body systems to work, they can't think or feel or sense anything with their body.)

2. Tell the class, "People die of 'natural causes' — they grow old and their necessary body organs simply wear out and quit or they contract a disease which cannot be cured. Sometimes people die as a result of an accident or injury that damages the body so badly it can't be healed, in spite of surgery or medicines. It is tragic that these injuries are sometimes inflicted intentionally because of war, anger, hatred or fear by someone who does not respect and value all human life. As Catholics, we believe that every human life is sacred and we have a responsibility to preserve and protect the life, health and dignity of everyone, including ourselves."
3. Allow students to share experiences they have had of death. Ask, "Who died? How did he or she die? How were you included in the activities surrounding the death (e.g., wake, funeral, burial, etc.)? Did anything that was said or done confuse you? Do you have any questions about the death, funeral, burial, etc.? Who could you talk with to answer your questions?"

   (Note: When possible, provide objective information that may clear up confusion, but do not feel obliged to answer every question — especially when you do not know the situation. Simply allowing students to ask their questions is helpful.)
4. Ask students to share some feelings they or their family or friends have had when someone died. Write the word "Grief" on the board. Explain that grief means the feelings people have when someone they love dies. Use "Colors of Grief" (Handout #51) to discuss some feelings common to the grief process.

   (Note: These are not necessarily stages in a chronological sense. We don't always finish one before moving on to the next. They are more like waves of emotion that wash over us again and again, growing weaker or stronger over time.)

   Have students color each of the clouds with a color that seems to fit the emotion.
5. Explain, "When someone experiences the loss of a loved one, it takes time — months and years — to work through the process of grieving. It helps if family members and friends understand about grief and support the grieving person." Ask, "How can you and I support someone who has experienced the death of someone they loved?"
6. Use "Being a Friend to Someone Who Is Grieving" (Handout #52) and have students work in pairs to practice some of the suggested ways to talk to or support a grieving friend.

   (Suggestion: Assign each pair one of the 14 tips on the handout. Have the students prepare and present a role-play of the tip to the class.)
7. Ask, "How does our Catholic faith help people deal with death and grief? What do we believe about life and death and what happens after death?"
8. Use "Some Things We Believe about Life and Death" (Handout #53) to review basic Catholic beliefs regarding life and death.

PROCESSING THE EXPERIENCE

Content Questions:

1. What do we mean when we say that death is a part of all life cycles?
2. What are some of the beliefs we have about death and afterlife?
3. How does this faith help us accept death?
4. What is grief?
5. What feelings do people usually have when they are grieving?
6. Do you think people feel some of the same feelings when they have big losses in life, such as divorce, having to move, etc.?
7. How can you support someone who is grieving?

Personalization Questions:

1. Who or what have you lost in your life (through death, moving, divorce, etc.)? What feelings do you have about it today?
2. If you were feeling grief or confusion about a loss or death of someone, who could you talk to about it?

CLOSURE

Look up these verses in the New Testament: John 5:24; John 11:20-26; John 12:24; Rom. 5:6-8; and Rom. 8:38-39. Read them in a prayerful reflective atmosphere.
How do these verses relate to what we have learned?

Possible Extension Activities

1. Explore the fact that death is part of all life cycles by asking students to name living things. List them on the board. Include plants, animals and human beings. Next, have students work in pairs to research the normal life span (life expectancy) of each. Suggestions include: cats (do they really have nine lives?), dogs, horses, goldfish, bees, butterflies, pine trees, poplar trees, may flies (adult life is only about a day!), canaries, people, marigolds, lilies.
2. Read to the class a story like one of the following and help students identify the characters' feelings in the grief process: "Bridge to Terebithia," "Sounder" or "Where the Lilies Bloom."
3. Study the Apostles Creed or Nicene Creed for phrases related to this lesson (especially "he rose again from the dead," "communion of saints," "forgiveness of sins," "resurrection of the body" and "life everlasting").
4. Use "Death Concepts" (Attachment CC) to help students explore their own understanding of death.

   Make columns on the board labeled "Fact" and "Fiction." Read each statement on the attachment, discuss with the class whether it is basically true or not and list the statement under the appropriate column. Add other fact or fiction statements that students can think of regarding death.

   (Note: These fact-or-fiction statements focus on some of the developmental beliefs of children. Use them as jumping-off points for discussion. Change them in any way that may be helpful for students to clarify meanings.)

■

COLORS OF GRIEF

Grief is the feeling people have when someone they love dies. Every person and every situation is unique. Therefore, no one feels exactly the same grief feelings as someone else. Most people feel some of these feelings for a long time or a short time. We all need support from our friends and our faith in times of grief.

SHOCK
A kind of numbness, not hungry, forgetful, bothered by insignificant things.
Can't think, can't feel.
(I'm in a daze.)

DENIAL
This can't be true.
I just dreamed it.
It didn't happen.
I'll probably see him or her (the dead person) tomorrow.
Don't want to talk about it.
(I'm afraid to believe it.)

ANGER
This isn't fair.
Why did it have to happen?
It's somebody else's fault.
This is messing up my life.
(I'm hurt and afraid.)

BARGAINING
Maybe I can get them back.
I'll do something to make it all better.
If I try hard enough, maybe this won't be true. We'll go back to the way it was.
(I think I can change the facts.)

GUILT
If only I could have done something.
Maybe it was my fault. I should have been nicer to the person. Why don't I feel sad that he/she died?
(I'm afraid I'm bad and unlovable.)

DEPRESSION
I can't change it.
It's too much for me.
Nobody cares about me.
I'll never be happy again.
Life is too hard.
Why try?
(I feel powerless, alone and unloved.)

ACCEPTANCE
I don't like what happened.
This is the way life is.
I can live with this.
I can handle it. I can go on with my life.
(I feel relieved.)

HOPE
I can trust God to help me. I can look forward to happy times again.
Jesus rose from the dead. This person will, too.
(I know I am loved and lovable.)

TIPS FOR STUDENTS:
BEING A FRIEND TO SOMEONE WHO IS GRIEVING

Here are some suggestions about how to be a good friend to someone who is grieving.

1. Tell your friend, "I feel sad about your dad's death" and "I'm confused about what to do for you, but I want to be here for you." A sentence that starts with "I feel" is always best.
2. If your friend is willing to talk, LISTEN. You may not have to say much at all. Let your friend talk about the accident or illness that caused the death, about memories, about being angry, about how other members of the family are handling the death, about how hard it is to be in school.
3. Go to the funeral. Go to the visitation or memorial service, if there is one. You don't have to say much at all. "I'm sorry." Hug your friend. If you want to say something more, talk about your good memory of an outing or an experience you had with the person who died.
4. Don't forget that your friend's grief will last a long time. Mention the person who died, say his or her name, even weeks and months from now. Most of us forget about the death so fast and the griever is left feeling very lonely in his pain.
5. Send a card. Don't just sign the card, but write about the person who died. "I remember the fun time we had a year ago when..."
6. Admit that this is a scary experience for you, but you know it is for the grieving person, too.
7. Learn about grief. Granger Westberg's short book *Good Grief* can help you understand what your friend is experiencing.
8. Don't say, "I know how you feel." You don't. Often grievers resent such comments.
9. Try to avoid stock phrases like: "he's in a better place"; "God needed him more than we did"; "it was his time"; "at least he didn't suffer." Most grievers don't find these comforting.
10. Encourage your friend to do things. Ask him or her to go somewhere. Be with him. Don't change the subject if the conversation gets painful. The griever will quickly learn that you are a person he or she can talk to about the "tough stuff."
11. Don't always talk about the death. Your friend needs a break from the grief. Have fun. Laugh. Enjoy the things you used to enjoy together.
12. Don't say, "Call me if you need me." The griever will not call. You must be a little more assertive in your support of someone who is grieving.
13. Remember that holidays, birthdays, anniversaries and weekends are the most difficult times. (Sunday, many grievers report, is the worst day of the week.)
14. Be yourself and don't be afraid of making mistakes. If you CARE, that will come through loud and clear. Supporting a griever is more a matter of the HEART than of the INTELLECT.

Handout #53 - Lesson 30 (Level D, Part 2)

SOME THINGS WE BELIEVE ABOUT LIFE AND DEATH

Every human being was created by God and is loved and valued by God.

* * *

Death is the end of our life on earth and the beginning of eternal life. The body dies, but the spirit lives on.

* * *

Jesus Christ suffered and died to free all who believe in him from eternal death.

* * *

If we believe in Jesus Christ and try to live by the great commandments to love God, love others and ourselves, then our death is merely passing into everlasting life with God and with those who have died before us.

* * *

Because a person's body is the temple of the Holy Spirit, it is holy. Therefore, we treat the body with care and respect even after death when the spirit no longer lives in the body.

* * *

It is wrong to intentionally cause the death of any human being.

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Attachment CC - Lesson 30 (Level D, Part 2)

DEATH CONCEPTS

1. Everyone dies. T F ?
2. When someone dies, they stay dead. T F ?
3. Dead people or things can hurt you. T F ?
4. Most people die when they are old. T F ?
5. If a family member dies, it's because you are being punished for doing something wrong. T F ?
6. Death is contagious. T F ?
7. You can wish someone alive and they will come back to life. T F ?
8. If someone is dead, they can still feel pain. T F ?

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FAITH, FAMILY FRIENDS

Catholic
Elementary
School
Guidance
Program

VOLUME

LEVEL E
PARTS 1 & 2

Suggested
For Grades
7 and 8

National Catholic
Educational Association

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FAITH, FAMILY and FRIENDS

Catholic Elementary School Guidance Program

Volume 6
LEVEL E, PARTS 1 & 2

Suggested for Grades 7 and 8

By Ann-Louise Kareta

National Catholic Educational Association
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FAITH, FAMILY AND FRIENDS

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Foreword

Doctor, encourager, comforter, social worker and counselor are among the many roles of teachers today. These are the expanded roles of teachers, in addition to that of academic instructor. The National Catholic Educational Association, in response to the demands on the teacher in these expanded roles, offers this elementary guidance curriculum. *Faith, Family and Friends,* a Catholic elementary school guidance program, is a support and guide for the classroom teacher.

This project, sponsored by the Supervision, Personnel and Curriculum section of the Chief Administrators of Catholic Education Department, with the assistance of the Department of Elementary Schools, began in the summer of 1990. Representatives from each of these departments designated topics, designed a format and selected qualified writers. The fruit of their dreaming and planning, with support from the Michael McGivney Fund, is this six-volume guidance program which extends from early childhood through eighth grade. *Faith, Family and Friends* is a resource that assists teachers to provide a warm, nurturing learning environment for the healthy development of children who bring Christ into the world.

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Preface

The Religious Dimension of Education in a Catholic School states that the Catholic school "must help each of the students to actually become the 'new creature' that each one is potentially, and at the same time prepare them for the responsibility of an adult member of society" (#100). ***Faith, Family and Friends,*** a Catholic elementary school guidance program, aids the teacher in accomplishing this for students from early childhood through grade eight. The program is infused with gospel values and sound human development principles presented in a spiral approach.

We owe a great deal to the many educators who contributed to this program, which allows teachers to pull together the many aspects of classroom guidance which they are asked to address with their students. ***Faith, Family and Friends*** provides a foundation to help many students in Catholic elementary schools become fully alive.

Sister Mary Leanne Welch, PBVM
Editor

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Introduction

Faith, Family and Friends is intended to be used by classroom teachers in Catholic schools. The role of the teacher is to enable students to "freely and responsibly respond to God's call to choose life."

The series consists of six volumes:

Volume 1	Program Manual
Volume 2	Level A Early Childhood/ Kindergarten
Volume 3	Level B, Parts 1 and 2 Grades 1 and 2
Volume 4	Level C, Parts 1 and 2 Grades 3 and 4
Volume 5	Level D, Parts 1 and 2 Grades 5 and 6
Volume 6	Level E, Parts 1 and 2 Grades 7 and 8

Eighteen strands, or topics, are included in the series:

- Understanding Self and Others
- Courtesy and Respect for Others
- Communication
- Friendship
- Family
- Moral Decision-Making
- Stress Management
- Time Management
- Self-Safety
- Self-Direction and Responsibility
- Substance Abuse Awareness
- Describing and Expressing Feelings
- Conflict Resolution
- Cultural Similarities and Differences
- Loss
- Individual Differences
- Christian Sexuality
- HIV/AIDS

This manual, Volume 6, contains the materials needed to teach Level E, Parts 1 and 2. It is intended for Grades 7 and 8.

A review of the literature relative to the classroom teacher's role in a developmental guidance program finds general agreement that teachers have an important function. (See "Resources" on page 2.) The nature of the teacher's function involves creating a student-centered classroom climate, knowing and communicating with students individually, being accepting and challenging, leading guidance activities, providing information and consulting with other personnel.

Competencies required for guidance teachers are considered under three headings: attitudes, skills and concepts. Authors give the strongest emphasis to the teacher's personal qualities and attitudes as prerequisites for fostering student affective growth. Teachers who are self-aware and self-confident and who can establish a genuine, warm relationship with students, expressing interest, empathy, acceptance and positive regard, are considered more likely to be effective guidance teachers.

Concepts important for guidance teachers include an understanding of: normal development, group dynamics, individual needs, self-esteem, indicators of distress and an overview of affective education concepts.

Skills identified as essential for guidance teachers include: communication, classroom management, crisis intervention and skills that foster self-esteem, self-control and student independence by teaching problem-solving skills and decision-making skills.

The attitudes, concepts and skills stated above describe the competencies necessary for a guidance teacher. They also describe the competencies necessary for a classroom teacher. This supports the premise that the classroom teacher is the one to teach developmental guidance. It is the classroom teacher who has the most opportunity to establish a value-based, psychologically safe environment in which young people can interact in a manner conducive to their

growth as mature Christians who will assist with the transformation of the world. It is the classroom teacher who has the constant contact with students which can promote bonding among students and between teacher and students.

It is the classroom teacher who can integrate

- values and guidance,
- student interactions between classes and guidance,
- guidance applications in other disciplines and
- other disciplines in guidance

and thus enhance the growth of the total person.

To do this, it is vital that guidance teachers be prepared for each lesson. They not only need to study the suggested procedures and adapt them to their students, but also must think ahead and be prepared with responses for possible student comments or questions. Although teachers will not be able to predict all responses from students, they will be able to foresee many of them and need to think through, before class, how they will respond.

Teachers also need to assure students that their responses will be handled confidentially, and students need to be taught and reminded to do the same.

Faith, Family and Friends expresses and fosters Christian values, yet in no way is it intended to replace religion class. Guidance class complements religion class and is intended to reach a range of topics and attitudes beyond those covered in the formative and informative aspects of religion class.

Using this program should not preclude using other materials as well. Supplementary materials can be used to expand or replace given lessons. It is important, however, to assure that students have exposure to all topics listed in the scope and sequence.

Two topics are included in this curriculum for which additional materials are necessary:

HIV/AIDS: Objectives are listed within the scope and sequence and referenced within each level. Teaching materials for these lessons are found in *AIDS: A Catholic Educational Approach to HIV*, NCEA, 1992.

Christian Sexuality: Objectives are listed within the scope and sequence and referenced within each level. Teaching materials for these lessons are to be chosen by the local school, according to the needs of its given clientele.

Resources

James W. Costar. *Focus on Improving Middle School Guidance Programs* (East Lansing, Mich.: Michigan Association of Middle School Educators, 1988).

Bonita Dahlhauser. "Developmental Guidance: Teacher Role and Competencies." Unpublished Research Paper, University of Northern Iowa, Cedar Falls, Iowa, 1985.

Robert D. Myrick, et al. *The Teacher-Advisor Program: An Innovative Approach to School Guidance* (Ann Arbor, Mich.: ERIC Clearing House on Counseling and Personnel Services, 1990).

Rosalyn Oratz, et al. *Guidance Every Day: A Helping Manual for Teachers of Grades 4-6* (Brooklyn, N.Y.: New York City Board of Education, 1986).

Philosophy

The basic mission of the Catholic school is the same as that of the church, to proclaim the good news of salvation brought into the world through Christ Jesus. That good news announces that every person is uniquely created by a loving God who sent Jesus to show how much that same God loves each person.

Therefore, each person is lovable and worthy of love and affection.

All people, as they grow and mature in love, need help in realizing their full potential as children of God. This elementary guidance program is one attempt to help children achieve maturity in their relationship with God, with self, with others and with all of creation. It is both developmental and preventative, and meant to be integrated within the total school program.

In *The Religious Dimension of Education in a Catholic School*, the church states that human development alone is not sufficient for happiness. Thus, Christian education does not aim for maturity without faith. Rather the principal aims of education within the church are:

> *. . . that as the baptized person is gradually introduced into a knowledge of the mystery of salvation, he or she may daily grow more conscious of the gift of faith which has been received . . . What characterizes a Catholic school, therefore, is that it guides students in such a way "that the development of each one's own personality will be matched by the growth of that new creation which he or she became by baptism." We need to think of Christian education as a movement or a growth process, directed toward an ideal goal which goes beyond the limitations of anything human. At the same time the process must be harmonious, so that Christian formation takes place within and in the course of human formation. The two are not separate and parallel paths; they are complementary forms of education which become one in the goals of the teacher and the willing reception of the students. The Gospel notes this harmonious growth in the child Jesus.*

The document goes on to emphasize the gradual development of every student, so that each may attain "an integral formation within a context that includes the Christian religious dimension and recognizes the help of grace." This formation will only happen if teachers "unite their educational efforts in the pursuit of a common goal. Sporadic, partial or uncoordinated efforts ...will interfere with rather than assist in the students' personal development" (#98-99).

In concert with the church's teaching, this guidance program is built on the following principles:

1. Through Baptism and the other sacraments, the young person has an intimate relationship with the loving God.
2. Like all Christians, the young person is called to respect life in all its forms.
3. Because of God's gift of freedom, the young person can grow responsibly into self-direction.
4. The Catholic school is concerned with facilitating, enabling and assisting young people to grow in their ability to freely and responsibly choose life and development.

Specifically, the school will help young people:

1. Know themselves better and positively accept who they are.
2. Form positive and enduring interpersonal relationships.
3. Improve their decision-making skills.
4. Use their abilities and skills for their own happiness and for the good of others.
5. Achieve self-direction and self-discipline according to their own maturity.
6. Begin to see life and learning as an interconnected whole, aimed at loving God and serving neighbor.

This guidance program presumes that many of the topics presented in the lesson plans also are covered using the same principles in other subject areas, specifically

religion, social studies, science and language arts. The program will be successful because of excellent teachers and because of school practices which reinforce its principles.

It also presumes that the Catholic school is a place of joy and enthusiasm, promise and hope, healing and forgiveness—all based on the love Jesus has shown to the church.

How to Use This Program

To assist teachers with their busy schedules, *Faith, Family and Friends* is designed to be flexible to meet each teacher's need. Three options for use are:

1. For those schools which have a regular guidance time in their schedule, lessons would be most appropriately used during that time frame. If there are two 30-to-45-minute time slots per week, most of the lessons could be used. If less time is allotted, teachers will need to do year-long planning to determine which lessons and topics they wish to include.
2. For those schools which do not have a regular time slot for guidance, lessons could be integrated into other subject areas and disciplines, e.g., use the lessons on friendship in language arts when stories or themes center on friendship; use substance abuse awareness lessons in science; use stress management in physical education, etc.
3. A third option would be a combination of the two mentioned above. If there is a regular guidance class, but it is limited in time (e.g., one 30-minute lesson per week), some lessons could be taught during that time frame, while the remaining ones could be integrated into subject areas or disciplines.

The sequence of lessons can be used as presented or can be rearranged according to local needs. Each topic stands independent of the others. Lessons are intended to be 30-to-45 minutes long, but may be longer or shorter depending on options a teacher chooses, as well as the amount of student response and interaction.

The *Faith, Family and Friends* series provides all the basic resources a teacher needs to implement the program. Each of the lessons follows the same format:

Topic

This identifies the topic to which the lesson belongs. Each topic will have from one to three lessons at a given time. Some topics

This program is designed to be used in either a graded or multi-aged situation. Schools which are graded could use the following format:

Early Childhood/ Kindergarten	Level A	
Grade 1	Level B,	Part 1
Grade 2	Level B,	Part 2
Grade 3	Level C,	Part 1
Grade 4	Level C,	Part 2
Grade 5	Level D,	Part 1
Grade 6	Level D,	Part 2
Grade 7	Level E,	Part 1
Grade 8	Level E,	Part 2

Schools which are multi-aged could use or adapt the following format:

Early Childhood/ Kindergarten		Level A				
Grades 1-2	Year I:	Level B,	Part 1	Year II:	Level B,	Part 2
Grades 3-4	Year I:	Level C,	Part 1	Year II:	Level C,	Part 2
Grades 5-6	Year I:	Level D,	Part 1	Year II:	Level D,	Part 2
Grades 7-8	Year I:	Level E,	Part 1	Year II:	Level E,	Part 2

occur every year (e.g., friendship, family, self-safety). Others occur every other year once they begin (e.g., stress management, time management).

Student Objectives

This section identifies the specific objectives for each lesson, i.e., what is the student to know, do, or be like at the end of the lesson. The number of the objective refers to the listing in the total scope and sequence chart found in Volume 1.

Lesson Overview

This paragraph gives a short summary of student activities and experiences during the lesson. It can give teachers a basis for judging whether this lesson is appropriate for their particular students this year.

Reading through the overviews of each lesson in sequence will give the user a feel for the total content of a year's work. Reading the lesson overviews of other levels will give the user a feel for the development of the various topics. The lesson overview also will help the teacher review content of lessons he or she has previously taught.

Basic Information/Vocabulary

The basic information portion gives the teacher information or viewpoints helpful for putting together the total lesson. It may alert the teacher to watch for specific student responses, remind the teacher to check specific local resources, give helpful factual background information, or relate this lesson to the student's developmental stage.

The vocabulary section will need to be adjusted by individual teachers, as needed for their students. Some students will have no need to have the words explained, others will have to have words explained which have not been identified.

Suggested Materials

Any materials used in the lesson are identified in this section. Handouts and attachments are included with many of the lessons. Handouts (numbered in consecutive order within each level) are intended to be duplicated and distributed to students for use during the lesson. Attachments (lettered alphabetically within each level) are intended for teacher use or for use by one or two students. Other items will be everyday school materials. In a few cases, a literature story is suggested. When this is true, one suggestion is given with a couple of alternatives also listed in case the first choice is not available or is not appropriate at this time for the students.

Teaching/Learning Activities

The **"TEACHER'S ROLE"** is designed to assist the teacher to stay constantly aware of his or her role as a teacher of guidance. This role is to be a facilitator, assistant or guide, and sometimes an "input" person. Although input is necessary, it is more important for the teacher to establish a setting in which students experience a situation, process the knowledge, feelings and attitudes involved and choose growth as a result.

The **"ACTIVITY/EXPERIENCE"** gives the students a common experience which provides the basis for accomplishing the objectives. The "Activity/Experience" establishes the framework for the message and content of the lesson.

"PROCESSING THE EXPERIENCE" is divided into two parts, Content and Personalization. The ***Content Questions*** assist students to verbalize and clarify what they have learned in regard to the objectives. The ***Personalization Questions*** help students apply the lesson to their personal lives. These latter questions can be used in a variety of ways: quiet reflection, class discussion, journaling and others. It is important that the individual teacher decide for his or her class which method is best. For some classes, students would be psychologically safe enough to share very openly with their peers on personal applications. Other groups would be very uncomfortable with this type of sharing, and therefore journaling might be better. For some, writing may not

enhance the application, and quiet reflection might be appropriate. In addition to variances in classes and groups, there also will be variances according to topic and students' experience with the topic. In planning the lesson, the teacher needs to decide which method of using this portion of the lesson best meets the needs of his or her students at this time.

The teacher also needs to think ahead and be prepared with responses for possible student comments and questions. Although teachers will not be able to predict all responses from students, they will be able to foresee many of them and need to think through, before class, how to respond.

"CLOSURE" helps students bring together the experience and application of that experience. At times it ends with the end of the class; at other times it may carry over into an action or reflection during the coming days.

Possible Extension Activities

These are included for some lessons to broaden the learning and application. Some could be used in another class on the same topic, while others may be independent applications or connections.

It is vital that, as teachers plan to use the lessons in *Faith, Family and Friends,* they use their own creativity to assure that the students can accomplish the objectives. Teacher creativity and adaptation are essential if students' needs are to be met.

— ■ —

Photo courtesy of Aquinas High School, Bronx, NY

Level E

Part 1 / Part 2

Suggested for use with Grades 7 and 8

Objectives — Scope and Sequence

PART 1

Lesson	Objective Number* and Objective	
		Understanding Self and Others
		The students will:
1	8.	Identify and share feelings about their own strengths and limitations
	11.	Describe self as a unique reflection of God
	12.	Verify that the worth of the person does not just come from the physical
	13.	Verify that self-acceptance depends on an understanding of personal gifts and talents
	14.	Identify and assess their interests
2	1.	Demonstrate age-appropriate self-discipline
	5.	Understand that each person is a loved and loving person
	9.	Accept compliments and defeat with humility
	10.	Use self-talk as an aid to personal strength and self-improvement
	15.	Verify that a negative attitude toward others is often harmful to the individual
		Courtesy and Respect for Others
		The students will:
3	20.	Recognize through words and actions the presence of Christ in each one of us
	28.	Show respect for those in authority and recognize they may disagree with them at times
	34.	Show patience with behaviors of the elderly
	35.	Provide service to the parish and community
		Friendship
		The students will:
4	58.	Explain how friendship is a two-way relationship
	60.	Identify the ingredients necessary to build a good relationship (honesty, responsibility, etc.)
	62.	Understand that love relationships need not be physically sexual
5	59.	Distinguish between close friends and exclusive relationships (cliques)
	61.	Examine the power of peer pressure and its effects on their personal development
	63.	Verify that not all friendships are permanent or exclusive

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Lesson	Objective Number* and Objective	
		Family
		The students will:
6	84.	Support peers when problems result from different family lifestyles
	85.	Appreciate the efforts of parents and guardians who are trying to maintain the relationship with the child in the new family situation
7	86.	Describe how one's model of parenting may be influenced by one's own experiences
	87.	Recognize that some people will choose to make their family in a religious community or as an ordained minister
8	88.	Demonstrate ways to initiate family dialogue
	89.	Seek and value the advice of parents
		Christian Sexuality
		The students will:
9	284.	Appreciate the human body as part of God's creation
	291.	Demonstrate respect for their own bodies and those of others
	306.	Discuss the various functions of the body
10	292.	Demonstrate that one has respect for life
	307.	Learn about the act of reproduction in humans
	309.	Relate personal understanding to church's teaching about life and procreation
11	293.	Develop skills to integrate their developing sexuality into their personal and interpersonal lives
	299.	Appreciate the need to express openly and honestly questions relating to their developing sexuality
	311.	Learn how to deal with psychosexual changes, such as masturbation, wet dreams, sexual impulses, etc., without guilt
12	296.	Perceive chastity as a positive virtue, aiding personal and interpersonal growth
	312.	Examine some of the issues involved in premarital sexual activity
	313.	Relate church's teaching on artificial contraception
		HIV/AIDS
		The students will:
13	342.	Describe in accurate and sensitive terms what it is like to have AIDS
	343.	Reflect on the pain of persons who have the AIDS virus and on the trauma experienced by their families
	344.	Respond to any prejudice or alienation shown to persons with the AIDS virus, with a sense of conviction and compassion
14	345.	Learn about testing for HIV infection
	346.	Define and explain Human Immunodeficiency Virus (HIV)
	347.	Explain the potential stages of HIV infection
	348.	Identify the signs and symptoms of HIV infection

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Lesson **Objective Number* and Objective**

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

15 336. Describe the body's immune system and its destruction by the AIDS virus (HIV)
340. Identify four ways the AIDS virus (HIV) is transmitted and prevented
349. State that AIDS is technically not a specific disease, but a syndrome or condition caused by HIV infection

Stress Management

The students will:

16 121. Identify the role that stress plays in everyone's life
123. Develop the means of dealing with stress, e.g., exercise, good nutrition, dialogue, prayer, meditation
124. Practice using positive self-talk in dealing with stress
125. Identify how being a person of faith can help one deal with stress
126. Recognize the need to put things in perspective

Time Management

The students will:

17 134. Place in a hierarchy activities related to family, school, recreation, socialization and religion
135. Create a monthly schedule

Self-Safety

The students will:

18 142. Realize that they are loved persons who are deserving of respect
146. Define physical abuse and how they can deal with it
147. Explain strategies to protect oneself
152. Describe sexual abuse and learn ways to deal with it

19 143. Describe verbal abuse and distinguish it from correction
144. Verify that most correction and punishment is not abuse
148. Define emotional abuse and name concrete courses of action to take if they experience it
149. Describe strategies to get out of abusive or potentially abusive situations

20 145. Explain the importance of reporting abuse until they are believed (for self and others)
150. Explain the consequences of false reporting of abuse
151. Understand that people who are abused often become abusive

Self-Direction and Responsibility

The students will:

21 163. Accept responsibility for their part of a group project (accountability)
168. Explain the importance of being of service to others without reward

22 165. Explore the relationship between schooling and career choices
169. Discuss the need for deriving satisfaction from work
170. Discuss the dignity of human beings and the inherent value of all work

Lesson	Objective Number* and Objective	
	* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual	
		Substance Abuse Awareness
		The students will:
23	194.	Identify that prolonged use of drugs will result in serious injury to their bodies and their offspring and can result in death
	195.	Identify appropriate support groups to use when they or a member of their family is/are involved in alcohol or drug abuse
24	196.	Research how nicotine, alcohol and other drugs could affect a person by identifying at-risk populations and family roles
25	197.	Gain more knowledge of the disease of alcoholism or chemical dependency and its effects
	203.	Determine that the need a person has for an addictive substance leads to an increased need for it, with a variety of consequences
26	190.	Develop a series of strategies to reject a drug, while maintaining status with their peer group
	198.	Identify healthy and unhealthy peer groups
	199.	Make the moral choice to remain free of unhealthy groups
		Conflict Resolution
		The students will:
27	223.	Practice using prayer and reflection in handling conflicts
	225.	Be open to the perspective of others in conflict situations
	227.	Practice a group process for resolving conflict
	233.	Identify how emotions affect conflict and explain how to deal with them
	236.	Distinguish between subjectivity and objectivity in evaluating the issues in a conflict
28	226.	Identify those aspects of conflicts which they can and cannot control
	230.	Identify and practice ways to handle an unresolved conflict
	232.	Explain the role of trust and misplaced trust in conflict resolution
29	228.	Identify when it is important to stand up for one's beliefs and values
	229.	Explain the importance of handling personal conflict without involving extraneous people
	234.	Discuss how facing conflicts can contribute to personal growth
	235.	Identify internal conflicts and practice a process for addressing them
30	231.	Identify situations which may lead to conflict and how to improve them
		Cultural Similarities and Differences
		The students will:
31	243.	Discuss the similarities and differences of other people and how their lives are enriched by them
	251.	Grow in awareness and understanding of being prejudiced
	252.	Explain how cultural differences may lead to conflict
	253.	Identify a speaker's underlying attitudes and form a tentative hypothesis about how prejudice affects behavior

Lesson **Objective Number* and Objective**

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Part 2

Individual Differences

The students will:

1 277. Describe effects that physical and emotional growth have upon attitudes, behavior and interpersonal relationships

278. Identify physical, mental, emotional and spiritual stages and describe their stage at present

Describing and Expressing Feelings

The students will:

2 207. Know they are a loved and loving person

213. Appraise the importance of being true to their own feelings

216. Accept responsibility for the expression of their feelings

217. Identify the effect of fluctuating feelings on basic relationships with parents, family, friends

3 214. Evaluate the importance of responding to others' needs when their needs conflict

Communication

The students will:

4 46. Have the courage to report to appropriate authorities when there is an infraction of a rule or when others are being hurt

47. Verify that they are responsible for their body language, as well as their oral language

48. Have the courage to verbalize issues of importance

Friendship

The students will:

5 55. Describe friendship as a gift which cannot be demanded

56. Describe different kinds of friendship

63. Verify that not all relationships are permanent or exclusive

6 57. Explore the importance of associating with people who have good values

60. Identify the ingredients necessary to build a good relationship (honesty, responsibility, etc.)

62. Understand that love relationships need not be physically sexual

Family

The students will:

7 84. Support peers when problems result from different family lifestyles

85. Appreciate the efforts of parents and guardians who are trying to maintain the relationship with the child in the new family situation

86. Describe how one's model of parenting may be influenced by one's own experiences

87. Recognize that some people will choose to make their family in a religious community or as an ordained minister

Lesson	Objective Number* and Objective	
		* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual
8	89.	Seek and value the advice of parents
	90.	Participate in the creation of family rules
		Christian Sexuality
		The students will:
9	284.	Appreciate the human body as part of God's creation
	291.	Demonstrate respect for their own bodies and those of others
	306.	Discuss the various functions of the body
10	292.	Demonstrate that one has respect for life
	307.	Learn about the act of reproduction in humans
	308.	Describe how physical differences between man and woman are complementary in sexual intercourse
	309.	Relate personal understanding to church's teaching about life and procreation
11	299.	Appreciate the need to express openly and honestly questions relating to their developing sexuality
	311.	Learn how to deal with psychosexual changes, such as masturbation, wet dreams, sexual impulses, etc., without guilt
12	296.	Perceive chastity as a positive virtue, aiding personal and interpersonal growth
	312.	Examine some of the issues involved in premarital sexual activity
	314.	Learn that natural family planning is a church-approved way of practicing birth control
		HIV/AIDS
		The students will:
13	350.	Realize that every person has the right to care, comfort and consolation when living or dying with AIDS
	351.	Recognize the responsibility of the living to care respectfully for the remains of the dead
14	347.	Explain the potential stages of HIV infection
	348.	Identify the signs and symptoms of HIV infection
15	326.	Clarify that the AIDS virus—though communicable—is not caught through students' everyday activities or casual contact
	331.	Understand and appreciate the importance of loving unselfishly and responsibly
	333.	Articulate the morality of drug abuse and the risks involved in any use of unsterilized needles
	338.	Understand and appreciate that sexual activity and sexual intercourse have meaning and purpose only within a marriage commitment
	339.	Define homosexuality and related church teaching
	340.	Identify four ways the AIDS virus (HIV) is transmitted and prevented
	352.	Explain the morality and risk of HIV infection involved in sexual intercourse outside of faithful marriage

Lesson	Objective Number* and Objective
	353. Explain the morality and unadvertised risk of AIDS involved in using condoms
	354. Explain the remote risk involved in transfusion with infected blood or blood products
	355. Explain the risk to the unborn child of an infected mother
	Moral Decision-Making
	The students will:
16	98. Explain the role of prayer/reflection in moral decision-making
	100. Practice using the steps in making moral decisions
	101. Verbalize values that affect their choices
17	97. Describe how one's knowledge of God and church teachings helps us to make good decisions
	104. Explore the need to recognize and own one's choices in order to be a responsible Christian
	105. Explain the role of conscience formation in making moral decisions
	109. Discuss the need for courage and fortitude in making moral decisions
18	111. Outline how moral development is based on a hierarchy of motivation
	112. Discuss the relationship between law and morality (civil disobedience, legal but immoral actions)
19	113. Identify basic moral principles
	114. Apply moral principles to given situations (cheating, etc.)
	115. Practice making group and individual decisions in situations which have long-range consequences
	116. Apply moral principles to global issues
	Self-Safety
	The students will:
20	146. Define physical abuse and how they can deal with it
	152. Describe sexual abuse and learn ways to deal with it
21	143. Describe verbal abuse and distinguish it from correction
	148. Define emotional abuse and name concrete courses of action to take if they experience it
22	145. Explain the importance of reporting abuse until they are believed (for self and others)
	149. Describe strategies to get out of abusive or potentially abusive situations
	150. Explain the consequences of false reporting of abuse
	151. Understand that people who are abused often become abusive
	Self-Direction and Responsibility
	The students will:
23	163. Accept responsibility for their part of a group project (accountability)

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

Lesson	Objective Number* and Objective	
	167.	Discuss the value of using talents, abilities, interests for the benefit of self and others
	168.	Explain the importance of being of service to others without reward
24	164.	Explore various career opportunities, current and future, including ministry in the church
	169.	Discuss the need for deriving satisfaction from work
	170.	Discuss the dignity of human beings and the inherent value of all work
	171.	Identify the relationship of achievable goals to self-knowledge and self-esteem
		Substance Abuse Awareness
		The students will:
25	194.	Identify that prolonged use of drugs will result in serious injury to their bodies and their offspring and can result in death
	195.	Identify appropriate support groups to use when they or a member of their family are/is involved in alcohol or drug abuse
	203.	Determine that the need a person has for an addictive substance leads to an increased need for it, with a variety of consequences
26	200.	Identify and explore the personal, family and community attitude toward smoking, the use of alcohol and other dangerous drugs
27	197.	Gain more knowledge of the disease of alcoholism or chemical dependency and its effects
	201.	Research the laws of the state regarding the legal age for drinking, the ramifications of excessive use of alcohol and the use of illegal drugs
28	190.	Develop a series of strategies to reject a drug, while maintaining status with their peer group
	198.	Identify healthy and unhealthy peer groups
	199.	Make the moral choice to remain free of unhealthy groups
	202.	Identify the moral implications of encouraging another person to use cigarettes, alcohol and other drugs
		Loss
		The students will:
29	266.	Explore the ways in which life is affected by terminal illnesses
	267.	Identify the moral issues surrounding death and church teachings on euthanasia, living wills, suicide, life support systems, etc.
30	268.	Identify the signs which may precede suicide and what action to take (check this one with an expert first)
31	261.	Talk about what people do when someone dies, including the funeral rites of the Catholic Church
	263.	Describe the stages of the grieving process

* number refers to listing in Scope and Sequence chart in Volume 1, Program Manual

LEVEL E
PART 1

Lessons 1-31

Lesson 1

Topic

Understanding Self and Others

Student Objectives

The students will:

8. Identify and share feelings about their own strengths and limitations
11. Describe self as a unique reflection of God
12. Verify that the worth of the person does not just come from the physical
13. Verify that self-acceptance depends on an understanding of personal gifts and talents
14. Identify and assess their interests

Lesson Overview

Learning activities involve imaging and experiential assessment of interests, strengths and limitations. Sharing in small groups provides students with the opportunity and the experience to grow in appreciation of their own uniqueness, while gaining a true respect for differences in others. It is meant to be an "awakening" of the person in God.

Suggested Materials

- "Six Areas of Self-Awareness Reflection" (Handout #1)
- "Self-Awareness Charts" (Handout #2)
- "Self-Awareness Profile Checklist" (Handout #3)

Teaching/Learning Activities

TEACHER'S ROLE

Enable students to discover and share their growth in awareness of self.

ACTIVITY/EXPERIENCE

1. Prepare the students to engage in an affective experience. Say, "Sit quietly, close your eyes and let your body relax. Imagine that you are painting a self portrait of the 'Perfect You.' Take a moment and think about the gifts and characteristics God has given you. Realize that you are a unique reflection of God and your worth comes from being loved by a loving God. What are your best characteristics—things other people like most about you?" (Pause and allow students to image in silence).
2. Tell students to open their eyes. Ask,
   - "If you could change one thing about your appearance, what would it be?
   - "If you could change one thing about your personality, what would it be?"
   - "Why do you think these changes would make you a better person?"
3. Tell the class, "Some people judge others by the way they look. That's not a good way to tell if someone is a good person or not. Let's talk about some characteristics of a good person that have nothing to do with appearance."
4. Lead a discussion. It is important to provide a climate where students are free to risk voicing an opinion.
5. Distribute "Six Areas of Self-Awareness Reflection" (Handout #1) and ask students to read over the descriptions of the six self-awareness areas listed.
6. Request the class to consider the following example of a student's self-awareness profile. Distribute "Self-Awareness Charts" (Handout #2). Briefly analyze the sample profile with the students.
7. Tell students that they will have a chance to mark their own sheets shortly, but do yours first. (Use your own life for a standard of comparison. That is, when you rate yourself "above average" in one category, you are saying that you are better in that area than you are in another. That means that you will have as many marks below average as above average.) Share your sheet with the students.
8. Have students mark themselves, according to their skill in each area. Remind students to use their own lives as an average. This profile exhibits our "talents"—our strengths and weaknesses.
9. Distribute "Self-Awareness Profile Checklist" (Handout #3). Tell students that this is an opportunity for them to see reasons for their unique profile. Ask

them to imagine themselves in the situations described on Handout #3 and to rank the choices "1, 2, 3," in order of preference.

10. Arrange students in groups of four. First, have each student explain their self-awareness chart to the group, going into more detail on the highest and the lowest categories.
11. Next, have one person in the group sit in silence while the others quickly guess what that person chose as the number one choice under "academic." (For example, one student might say, "Andrea, I think you'd write on 'the effects of the warming of the earth' because you are extremely concerned about the future of our planet." Someone else might say, "Andrea, I think you would write on the Olympics because you are a skater and your goal is to compete in the Olympics someday.") After everyone has guessed, have the "silent" person explain what they actually put as number one and why. Repeat the process for each person in the small group.
12. Have the class discuss the questions below.

PROCESSING THE EXPERIENCE

Content Questions:

1. What does this exercise say about our awareness of being unique and special?
2. What is good about being unique?
3. What is difficult about being unique?

Personalization Questions:

1. In what way(s) are you a unique reflection of God?
2. How did you feel when you shared your profile?
3. How do you feel about sharing your God-given gifts and abilities?

CLOSURE

Summarize what was learned today through class discussion.

(Add the following reminders if they are not mentioned: "We spent today focusing on each person's specialness. Each one of us is a person created and loved by God and others because we are special and unique. Each of us has characteristics and gifts—good points and bad points. Some people judge others by the way they look. Teenagers do that to one another very often. We know that is not a very good way to determine if someone is a good person or not. Almost everyone would like to change something about themselves.")

Circle in your group of four and pray silently for yourself that you may awaken to the God within you and to the beautiful person God has made you to be. Then briefly turn to the person on your right and thank God in prayer for one of the fine gifts or characteristics you learned about that person in the sharing sessions today.

Possible Extension Activities

1. Students could spend some time writing a description of the "Perfect You." Have students answer these questions in their descriptions: "What would you look like? How would you act? How would you treat others? What kind of personality would you have? What could you do in service to others? How would others treat you? What kind of you would you be?"
2. Students could make a "Mystery Box," putting things that portray them inside and decorating the outside with pictures that describe them. For a follow-up session, have students give you the boxes at the beginning of the school day. During the class, ask the class to identify each student's "Mystery Box" and then have students affirm the good qualities and the many gifts that exist in and among their classmates.

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Handout #1 - Lesson 1 (Level E, Part 1)

SIX AREAS OF SELF-AWARENESS REFLECTION

RELIGIOUS COMMITMENT

You are growing in your faith and your relationship to God. You value what is right and strive to make good choices, despite peer pressure. You are a clear, logical thinker, able to set priorities and long-range goals.

ACADEMIC

You like to study and learn, you grasp things quickly, you retain facts easily. You can apply what you learn to life situations.

ATHLETIC

You are well-coordinated. You excel in athletics, gymnastics, etc. You like to compete; you are assertive, but a good sport. You are a team player and try to cooperate with others so that everyone can win.

ARTISTIC

You seem to have an "ear" for music or an "eye" for art. You are a natural at drama, etc. You are energized by creative projects.

LEADERSHIP

You love to organize things. You have a knack for getting along with people. You manage your time and ideas well and you get others to go along with your projects and suggestions.

COMMUNICATION

You could sell a computer to the Neanderthal person. You come across well when you speak. You have "charisma."

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SELF-AWARENESS CHARTS

Self-Awareness Chart — SAMPLE

	Religious Commitment	Academic Abilities	Athletic Prowess	Creative Arts Talents	Leadership Qualities	Communication Skills
Superior						
Good			X			
Above Average	X				X	
Below Average		X				X
Poor				X		
Terrible						

Self-Awareness Chart — YOUR OWN

	Religious Commitment	Academic Abilities	Athletic Prowess	Creative Arts Talents	Leadership Qualities	Communication Skills
Superior						
Good						
Above Average						
Below Average						
Poor						
Terrible						

Handout #3 - Lesson 1 (Level E, Part 1)

SELF-AWARENESS PROFILE CHECKLIST

Imagine yourself in the situations described below and rank your choices 1, 2, 3, in order of preference.

RELIGIOUS COMMITMENT

You are attending a workshop where the following sessions are being offered. Which do you choose?

___ PEER PRESSURE: Teenagers Can Make Right Choices.
___ IDENTITY: Who Am I?
___ VALUES: What Is Right?
___ PURPOSE: Why Am I Here?
___ SERVICE: How Do I Share My Time, Talents and Resources With All Members of Society?
___ OTHER ______________________

ACADEMIC ABILITIES

You are asked to write an article for the newspaper on one of the following subjects. Which would be your first, second and third choices?

___ The folklore of the Native American people.
___ The history of the world Olympic games.
___ Life in the year 2020.
___ The effects of the warming of the earth.
___ The impact of technology on future careers.
___ OTHER ______________________

ATHLETIC PROWESS

You have joined a special interest group and can take your pick of the following. Which do you choose?

___ Water skiing
___ Touch football
___ Chess
___ Mountain climbing
___ Basketball
___ OTHER ______________________

CREATIVE ARTS TALENTS

You have a "fun day" off from school and the following are possible activities. Which do you choose?

___ Go to the theater
___ Videotape a class project
___ Construct a model
___ Attend the opera
___ Visit the art museum
___ OTHER ______________________

LEADERSHIP QUALITIES

You have been chosen to participate in a summer service group in Mexico and are given the following options. Which do you choose?

___ Teach young people to play baseball.
___ Oversee the construction of roads in the interior.
___ Tutor children to learn English.
___ Lead tours of the "ruins."
___ Work with the medical clinic serving surrounding villages.
___ OTHER ______________________

COMMUNICATION SKILLS

You have five minutes on TV to tell the world one thing. Which do you choose?

___ How to find a cure for AIDS.
___ How national programs can help decrease the broadening gap between the rich and the poor.
___ How to recycle effectively so that all Americans can work together to protect the environment.
___ How to find inner peace.
___ How to appreciate the cultural differences in our dealings with others.
___ OTHER ______________________

Lesson 2

Topic

Understanding Self and Others

Student Objectives

The students will:

1. Demonstrate age-appropriate self-discipline
5. Understand that each person is a loved and loving person
9. Accept compliments and defeat with humility
10. Use self-talk as an aid to personal strength and self-improvement
15. Verify that a negative attitude toward others is often harmful to the individual

Lesson Overview

Students reflect on self-discipline and self-talk and give affirmation to each other.

Vocabulary

Self-talk—the encouragement or discouragement a person gives himself or herself about a situation or event or self

Suggested Materials

- "The Case of the Heartless Pursuer vs. the Caring Coach" (Handout #4)
- "Defining Myself" (Handout #5)
- "Olympic Theme Song" and the equipment to play it
- Bible
- Small lights (flashlights, glow sticks, etc.)

Teaching/Learning Activities

TEACHER'S ROLE

Help students to recognize their own patterns of self-talk.

ACTIVITY/EXPERIENCE

1. Ask students to sit quietly, close their eyes and let their bodies relax. Tell the class, "Think for a moment and image the inner voice that is always pushing you, that constantly talks to you. That inner voice has a personality. It may be very gruff and negative or it may be most kind and positive. That inner voice is called self-talk. In the self-talk of some of us lives a 'Heartless Pursuer' that shadows our thoughts with negativism or a very 'Caring Coach' that fills our thoughts with positivism. Read 'Heartless Pursuer vs. the Caring Coach' and reflect on the personality that directs your self-talk."
2. Distribute Handout #4. Give students time to read and reflect.
3. Have students form circles of no more than eight people. Hand a small light (flashlight, glow stick, etc.) to each group. Tell the class that the activity will begin with the person holding the light. That person will give a compliment or say something nice about someone in the group without saying the person's name. The person with the light then hands the light to the person just described. The person receiving the light does the same for someone else in the group. There are three guidelines.
   - Every student must say something positive.
   - The group must make sure that each person receives the light at least once.
   - A person may receive the light more than once.
4. Dim the room lights. Allow 10 minutes for the experience.

PROCESSING THE EXPERIENCE

Content Questions:

1. How did the experience compare to giving and receiving compliments in real life?
2. How does a person's self-talk affect their ability to compliment others or accept praise from others? (If you feel secure and good about yourself, you will be more likely to receive compliments appropriately and praise others more.)
3. How is giving and receiving praise like bringing Christ's light to someone else?

4. How would this experience have been different if negative statements had been made about others?

Personalization Questions:

1. How did you feel during this experience?
2. What personality does your self-talk assume—that of a "Heartless Pursuer" or that of a "Caring Coach"?
3. How do you feel giving compliments?
4. How do you feel receiving compliments?
5. Which is more difficult for you—to give or receive compliments? Why?
6. In what way(s) does it take self-discipline to use positive self-talk? to give and receive compliments appropriately?

CLOSURE

One student will read aloud Matthew 5:14-16. Present a commitment to light up a person's life this week—with a note, compliment, a good deed.

Take time for silent prayer. Reflect on God's unconditional love for you.

Possible Extension Activity

Use "Defining Myself" (Handout #5). Have students fill out the profile independently and then share the results with a "Caring Coach" of their choice.

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THE CASE OF THE HEARTLESS PURSUER vs. THE CARING COACH

In the self-talk of some of us lives a "Heartless Pursuer" that shadows our thoughts with negativism. You can recognize the "Heartless Pursuer" in you—no matter how you try or how great the day is, it is never good enough. The "Heartless Pursuer" in you always wants more. You can never accept a compliment or defeat with humility. The "Heartless Pursuer" in you does not think you are good enough. The "Heartless Pursuer" rarely takes time to comment on your success, to reward or encourage you. Nothing you do is ever good enough and no one else is any good either.

Now think back—have you ever had a supportive teacher or a caring coach? This coach could have been a teacher or an adult friend. In the self-talk of someone prompted by a "Caring Coach" are only positive thoughts. The "Caring Coach" in you helps you to learn from your mistakes and forgives you for making them. You are trained to tell yourself positive things and not to blame yourself for things you cannot control. The "Caring Coach" urges you to relax and to like who you are—to strive to be the very best that you can be. You use your positive self-talk as an aid to personal strength and improvement.

Handout #5 - Lesson 2 (Level E, Part 1)

DEFINING MYSELF

Use a straight line to connect the word with its definition.

OPTIMIST

PESSIMIST

REALIST

IDEALIST

Someone who looks at life in a practical way, considering all the ramifications of present situations and future decisions.

Someone with vision, who looks at life as how it might be, rather than how it actually is. This person believes he or she can help create a better world.

Someone who believes and feels that things in life are going very well and probably will continue to go well in the future.

Someone who believes and feels that things are going poorly and will probably continue to go poorly in the future.

Put an X on the line to generally indicate your degree of optimism or pessimism, your realism or idealism. Share this profile with a "Caring Coach."

Pessimist •____________________•____________________• Optimist

Realist •____________________•____________________• Idealist

Lesson
3

Courtesy and Respect for Others

Lesson 3

Topic

Courtesy and Respect for Others

Student Objectives

The students will:

20. Recognize through words and actions the presence of Christ in each one of us
28. Show respect for those in authority and recognize they may disagree with them at times
34. Show patience with behaviors of the elderly
35. Provide service to the parish and community

Lesson Overview

Students show respect for others, especially their parents, when they "respect themselves." Through a "netting experience," they define their call to give service to others in the community, especially the elderly.

Suggested Materials

- Large, strong net (at least 4' x 6'; available in Army/Navy stores)
- String, pencil and construction paper fish, with a hole punched in it, for each student
- Bible

Teaching/Learning Activities

TEACHER'S ROLE

Lead the students to realize that through their words and actions, they witness to the presence of Jesus in them.

ACTIVITY/EXPERIENCE

1. Brainstorm with students in a large group discussion some community service projects in which they can engage individually and as a group. Be sure to include some interaction with the elderly—in their homes, in the parish or school—or shut-ins.
2. List all possibilities on the chalkboard. Categorize and prioritize them. Leave the list on the board for later use.
3. Stretch out the net in the middle of the classroom. Ask for a student to volunteer to lie on top of the net. Then ask another student to lift that person, using the net. Let them struggle before suggesting they ask others to help. (If you have a large group, you can add another person in the net.) Make sure the students keep safety in mind as they lift their friends in the net. Let them have lots of fun and laughs.
4. Read aloud Mark 1:14-20.

PROCESSING THE EXPERIENCE

Content Questions:

1. How was our "net experience" like being fishers of men and women?
2. How does this experience demonstrate one's need for others, as well as our responsibility to serve others?
3. Simon, Andrew, James and John recognized Jesus as an authority. Did they respect him? (Yes, or they would not have followed him.)
4. Did they always agree with him? (No, they slept when he prayed, Simon denied him three times, etc.)

Personalization Questions:

1. How did you feel during this experience?
2. How do your feelings about Christian witness compare to the early disciples?
3. How do you show respect for authority? Even when you disagree with authority?

CLOSURE

Take a string, pencil and a construction paper fish. Write on the fish the name of an elderly person with whom you want to share "the good news from God." Explain what you want to say and do to witness and serve that person in a special way.

Discuss: What are some of the things it will be important to remember as we witness to and serve the elderly? (The many gifts the elderly have, their wisdom, the need to be patient when they can't remember, etc.)

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Put the string through your fish. Listen as the teacher reads aloud from scripture, and, as you're called, tie your fish to the net.

(Read aloud Mark 1:16. Pause and call two students to come toward the net. Continue reading Mark 1:17, "Come, follow me...and I will make you fishers of men [and women]." Then have them bring two more students to tie their fish to the net. Instruct the students who have tied their fish to the net to keep going back for more students to tie their fish to the net. You may want to sing a favorite song while the group finishes tying all the fish to the net.)

Once all the fish are tied to the net, gather around the net as a group and hold it in your hands. Discuss what the net looks like now with all the fish tied to it. Pray aloud for your elderly person, if you wish.

(Say that you will conclude the prayer.)

Possible Extension Activity

Ask students to plan a group service project in which they can witness to others the Christ in them through their words and actions. Through consensus, choose one of the suggestions listed on the chalkboard.

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Lesson 4

Topic
Friendship

Student Objectives
The students will:

58. Explain how friendship is a two-way relationship
60. Identify the ingredients necessary to build a good relationship (honesty, responsibility, etc.)
62. Understand that love relationships need not be physically sexual

Lesson Overview
Students, through individual reflection and classroom discussion, explore the relationships they have developed with their own friends and discover the loving aspects of friendship and appropriateness of physical intimacy.

Basic Information
In all friendships, there are good times and hard times and friends stand by one another during all of these times. Sometimes friendships evolve and change because of choices individuals make or because of circumstances in which people find themselves. Every person has the ability to choose their friends, based on the qualities they possess.

Vocabulary
Friendship—the relationship between people which reflects their common interests, experiences and affection

Intimate—most private and personal

Suggested Materials
- "Thinking About Friendship" (Handout #6)
- Chalkboard and chalk or butcher paper and marker
- Bible

Teaching/Learning Activities

TEACHER'S ROLE
Guide students through a discussion about human relationships and monitor students' completion of a reflective handout.

ACTIVITY/EXPERIENCE
1. Ask students to think of a good friend. Then, have them share their answers to the question, "What is the most important quality your friend has?"
2. Accept and record the answers on the butcher paper or chalkboard for future reference.
3. Discuss the qualities which make good friendships. Be sure to include the concept that friendship is a two-way relationship.
4. Have students complete "Thinking About Friendship" (Handout #6) reflectively and individually.

PROCESSING THE EXPERIENCE
Content Questions:
1. What positive qualities make good friendships? Identify what actions indicate a person possesses each quality named.
2. Are there differences in friendships between girls and boys? If so, what are they? Why would it be important to respect them?
3. What are some qualities girls or boys bring to friendships?
4. What are the characteristics of friendships between boys and girls?
5. We often think of girl-boy relationships as romantic ones. Do they have to be?
6. Does a love relationship need to be physically sexual?
7. What are ways that people show their affection for their friends?
8. What is appropriate for a young child?
9. What is appropriate at your age?

Personalization Questions:

1. How do you feel about your friendships?
2. Do they help you to become the best person you can be?
3. Do you want them to?
4. What did Jesus have to say about friendships?
5. Are your friendships healthy ones?

CLOSURE

Read John 15:9-17, "A Disciple's Love, Love One Another." Reflect, in writing, on the scripture.

Possible Extension Activities

1. Incorporate this lesson into a paraliturgy or religion lesson by using the biblical citation as a jumping-off point.
2. Have students write a letter to a friend.
3. Have students create friendship banners or posters, along the lines of a family crest.

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Handout #6 - Lesson 4 (Level E, Part 1)

THINKING ABOUT FRIENDSHIP

Part A: Think about a friend you've had or one you have now. What are important factors in your friendship? Check off the ones important to you and list three more on your own.

_____loyalty
_____peacefulness
_____trustworthiness
_____humor
_____adventuresome
_____warmhearted
_____justice-seeking
_____playfulness
_____loving

Your ideas: ____

____

____

Part B: Think about the ways people show that they care for one another. How do you show affection? Here is a list of some ways and a place for you to respond.

- play sports together
- spend time together
- shake hands
- talk on the telephone
- talk/listen to one another
- share a hug
- show loyalty when your friend isn't around

Your response: ____

____

____

Lesson 5

Topic

Friendship

Student Objectives

The students will:

59. Distinguish between close friends and exclusive relationships (cliques)
61. Examine the power of peer pressure and its effects on their personal development
63. Verify that not all friendships are permanent or exclusive

Lesson Overview

Students evaluate the power of peer pressure, cliques and other exclusive relationships by reading or viewing excerpts from "West Side Story" and responding to them.

Basic Information

People have a natural need to belong to a group. That is the social nature of the human person. If that need becomes exaggerated, exclusive and/or manipulative, the effects can hurt young people.

Vocabulary

Clique—a small, exclusive group of people

Peer pressure—the power that a person's friends have over his or her choices

Suggested Materials

- Book or video of "West Side Story" (options might be *Romeo and Juliet* by Shakespeare or *The Outsiders* by S.E. Hinton)

Teaching/Learning Activities

TEACHER'S ROLE

Obtain a copy of the book or the video of "West Side Story" to preview and read or show excerpts to the students.

ACTIVITY/EXPERIENCE

1. Before viewing clips from the video, have students give their impressions of or share information they have regarding gang affiliation and violence. Prepare students for the music and costumes shown in the film. Ask students to view the video, looking for ways that the young people were hurt by their peer relationships. You may ask that the students keep notes of these occurrences.
2. Read or show excerpts from the book or video.

PROCESSING THE EXPERIENCE

Content Questions:

1. What groups were there in this video?
2. What happened to the members of the gangs?
3. How were people encouraged to join the gangs?
4. What purpose did the gangs serve?
5. What were some examples of peer pressure in "West Side Story"?
6. What were the effects?
7. What is the difference between a clique and a gang?
8. Why do people feel a need to join these groups?
9. What were the permanent relationships in "West Side Story"?

Personalization Questions:

1. What are your experiences with exclusive cliques or gangs?
2. Are they healthy friendships? Why or why not?
3. What relationships are permanent in your life?
4. What effects do your peers have on your choices?
5. What would you say to a person who wants to be in a gang? Why?

CLOSURE

Write an evaluation of the effects of peer pressure on the teenagers represented in "West Side Story."

Possible Extension Activity

Use one of the other suggested options in "Suggested Materials" to explore further the issues in this lesson.

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Lesson 6

Topic

Family

Student Objectives

The students will:

84. Support peers when problems result from different family lifestyles
85. Appreciate the efforts of parents and guardians who are trying to maintain their relationship with the child in the new family situation

Lesson Overview

Students learn a variety of strategies to support a friend who has a conflict centering around lifestyle issues.

Basic Information

Families are different in size, content and in the ways they carry out their lives. There also are differences in traditional, cultural, economic, religious and lifestyle aspects between one family and the next. Young people can support their friends during times of family stress.

Vocabulary

Lifestyle—the typical way of life for an individual, group or culture

Associating—joining with another, as a companion

Suggested Materials

- "Role-Playing Situations" (Handout #7)

Teaching/Learning Activities

TEACHER'S ROLE

Facilitate student role-playing scenarios where family members have a conflict and the support for peers is invited or needed. Prior to this lesson, students need to be briefed in role-playing techniques and audience behavior.

ACTIVITY/EXPERIENCE

Role-play the situations on "Role-Playing Situations" (Handout #7). Call for volunteers to play the parts. (Other issues may become entangled, so make certain that the emphasis is on the support of the friend, whatever the family decision is.)

PROCESSING THE EXPERIENCE

Content Questions:

1. How can a person support a friend when there are problems at home? (Be there for them, listen to them, do things with them, etc.)
2. Does support always mean you agree with a person? Explain. (No, being honest with a friend is more important than always agreeing with them.)
3. How can you support a person and disagree with them at the same time? (Honesty can be support.)

Personalization Questions:

1. Can you appreciate the lifestyle differences between your family and your friends' families?
2. What are some of the differences?
3. How can you support your friend when the family is under stress?

CLOSURE

Formulate several ways to support your friends under similar circumstances.

(Record the responses on butcher paper to display or have students journal about this issue.)

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ROLE-PLAYING SITUATIONS

Situation #1

You have a friend whose family is dealing with a financial problem. The members of the family are:

Dad, who has recently lost his job
Fred, a freshman in a Catholic high school
Ted, a seventh grader in a Catholic grade school

Dad, a microcomputer technician, is not permanently out of work, but finances are tight. One of the boys will not be able to go on the class trip and there will be no birthday or Christmas presents.

How would you support your friend through this situation? From your point of view, how are the adults trying to maintain their relationship with your friend?

Situation #2

You have a friend whose family has just split up due to the divorce and impending marriages of the parents. The members of the family are:

Mom and Woodrow   Dad and Jennifer   Julie, your friend

Julie will be spending lots of time with both parents and their newly formed families. One parent, Mom, will be moving to the other side of town, so you will only see your friend at school or when special arrangements can be made for transportation. Julie likes her step-parents moderately well, but thinks that they expect too much from her and she really wishes that she could just stay in one place.

How would you support your friend through this situation? From your point of view, how are the adults trying to maintain their relationship with your friend?

Situation #3

You have a friend who has a very difficult time getting along with his family. The family members are:

Mom   Grandmother and Grandfather   Randolph, your friend

Randolph and his mother are not getting along. She wants him to be a better student. He's not interested in school, but he is interested in music. His grandparents can't stand his choice of music.

How would you support your friend through this situation? From your point of view, how are the adults trying to maintain their relationship with your friend?

Lesson 7

Topic
Family

Student Objectives
The students will:

86. Describe how one's model of parenting may be influenced by one's own experiences
87. Recognize that some people will choose to make their family in a religious community or as an ordained minister

Lesson Overview
Students discover by interviewing a family member that models of parenting are important to learning how to parent. (This lesson will take two sessions since students need time to do interviews at home before concluding the lesson.)

Basic Information
Families have a rich heritage of passing on traditions, characteristics and learned behaviors from one generation to another through parent-child relationships.

Vocabulary
Model—an example of a way something might be done

Religious community—a group of sisters, brothers or priests who work and/or live together

Suggested Materials
- "Family Parenting Traditions" (Handout #8)
- Small poster paper for each pair of students

Teaching/Learning Activities

TEACHER'S ROLE
Help students to accommodate a variety of family settings and to respect family values. Invite a priest, brother or sister to visit with the class and describe how they live as a family.

ACTIVITY/EXPERIENCE
1. Ask the class, "Do you have a family heirloom, tradition or trait? Do you have something that was given to you or your family by your ancestors?" Explain, "It could be something like a piece of jewelry or a set of dishes, but it also could be your hair color or the way you celebrate Christmas." Ask, "Are there traditions in your family that will help you to be a good parent?"
2. Share a parenting tradition passed on by your parents. For example, good listening skills that one parent might possess or being given an appreciation of literature by being read to as a young child.
3. Allow students to share their experiences. Lead students in a discussion about the parents' or guardians' role as a model for prayer, handling conflicts and establishing traditions in the family.
4. Ask a priest, brother or sister to visit the class and share how they live family life and how they share tradition. If a student in the class has a relative who is a priest, brother or sister, it might be nice to ask them to come to class, if it is feasible.
5. Distribute "Family Parenting Traditions" (Handout #8). Students should fill out their section of the handout and then take the sheet home to interview their parents or guardians.
6. After the interviews are completed, continue the lesson in the next session with "Processing the Experience."

PROCESSING THE EXPERIENCE
Content Questions:

1. How do people learn to be parents or guardians? (From their parents or guardians, from watching friends' parents or guardians, etc.)
2. What things can people do to prepare themselves for parenthood? (Make good choices now, resolve conflicts honestly now, learn, pray, observe good families, choose a good marriage partner, etc.)

3. What kinds of parenting traditions are passed on from generation to generation?

Personalization Questions:

1. What traditions in your family will help you to become a good parent?
2. How will you pass these on to your family when you are an adult?

CLOSURE

In pairs, list qualities of good family life and choose one to illustrate on a small poster.

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Handout #8 - Lesson 7 (Level E, Part 1)

FAMILY PARENTING TRADITIONS

You will be interviewing a family member to find out more about the family parenting traditions you discussed in class. When you fill in the chart below, try to interview your own parent(s) or guardian(s) or another adult member who can tell you something about the parenting traditions passed along in your family.

How does your parent or guardian help you to:

	Pray	Handle Conflicts	Establish Traditions
Your answer:			
Family member's answer:			

Lesson 8

Topic

Family

Student Objectives

The students will:

88. Demonstrate ways to initiate family dialogue
89. Seek and value the advice of parents

Lesson Overview

Students prioritize a list of communication skills, and, in small groups, try out a formula for good communication.

Basic Information

Some young people have a difficult time communicating with their parent(s) or guardian(s); some find it easy. Adolescents can avoid some of life's pitfalls by seeking their parents' advice. It is important to have good communication skills in order to communicate effectively in a family.

Vocabulary

Family dialogue—the give-and-take discussion in any family setting

Advice—opinion given as to what to do; counsel

Suggested Materials

- "Effective Communication Skills" (Handout #9)

Teaching/Learning Activities

TEACHER'S ROLE

Provide students with an opportunity to improve communication skills by reviewing and practicing good communication skills.

ACTIVITY/EXPERIENCE

1. Ask, "Who in the class plays on a team?" Say, "Imagine what it would be like if you didn't communicate well with one another." Ask, "Why is it important to have effective communication among team members?"
2. Tell the class, "It is important to have good communication skills in any group and especially important in more intimately connected groups who work, live or play together. You can become better at communicating with family members by analyzing your skills and practicing them."
3. Brainstorm communication skills. After brainstorming, you may want to separate listening skills and speaking skills. Be sure such skills as active listening, clarification, eye contact, body language, timing of conversation, stating your point of view clearly and asking for advice are included.
4. Distribute "Effective Communication Skills" (Handout #9). In small groups, have students analyze the meaning of these skills by cooperatively cartooning an example of skilled and unskilled use of communication techniques.

PROCESSING THE EXPERIENCE

Content Questions:

1. Why is it important to be a skilled communicator? (So the messages you send are clear and the ones you receive are understood accurately.)
2. How can a person improve their communication skills? (By practicing them at all times.)
3. What are some techniques people can use to improve their communication?
4. What happens when people communicate in an unskilled way? (Confusion, misunderstanding, mistrust can take over.)
5. What value is there in asking parent(s) or guardian(s) for advice?
6. What are some effective ways of asking for advice?

Personalization Questions:

1. How can you let your parent(s) or guardian(s) know that you value their advice?
2. How can you initiate dialogue with your parent(s) or guardian(s)?

Lesson
8

Family

(continued)

CLOSURE

Share the cartoons you have created and then we will display them as visual reminders of the lesson. Try just one of the techniques discussed with your parents or guardians at home and report back to the class on their feedback and reaction.

Possible Extension Activities

1. Have students choose to use one of the skills as a family project.
2. Have students investigate the differences in communication norms in different cultures. Have the students report or demonstrate for the class.

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Handout #9 - Lesson 8 (Level E, Part 1)

EFFECTIVE COMMUNICATION SKILLS

Make a cartoon to show how these communication factors work together to ease skilled communication between people.

Active listening

Establishing eye contact

Seeking input

Talking about it later

Clarifying

Body language

Restating the message

Stating your point of view

Asking advice

Timing

Identifying the problem

Then make another cartoon which shows unskilled communication in the same situation.

Here are some ideas. You can also think of your own.

- You've asked your mom for a little extra spending money the day before payday.
- You need advice about how to tell a friend he's being too pushy.
- You want to have help with a big science project.

Lessons 9-12

Topic
Christian Sexuality

Student Objectives
The students will:

Lesson 9
284. Appreciate the human body as part of God's creation
291. Demonstrate respect for their own bodies and those of others
306. Discuss the various functions of the body

Lesson 10
292. Demonstrate that one has respect for life
307. Learn about the act of reproduction in humans
309. Relate personal understanding to church's teaching about life and procreation

Lesson 11
293. Develop skills to integrate their developing sexuality into their personal and interpersonal lives
299. Appreciate the need to express openly and honestly questions relating to their developing sexuality
311. Learn how to deal with psychosexual changes, such as masturbation, wet dreams, sexual impulses, etc., without guilt

Lesson 12
296. Perceive chastity as a positive virtue, aiding personal and interpersonal growth
312. Examine some of the issues involved in premarital sexual activity
313. Relate church's teaching on artificial contraception

Suggested Materials
Teaching materials for these lessons are to be chosen by the local school, since guidelines differ from diocese to diocese.

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Lessons 13-15

Topic

HIV/AIDS

Student Objectives

The students will:

Lesson 13

342. Describe in accurate and sensitive terms what it is like to have AIDS
343. Reflect on the pain of persons who have the AIDS virus and on the trauma experienced by their families
344. Respond to any prejudice or alienation shown to persons with the AIDS virus, with a sense of conviction and compassion

Lesson 14

345. Learn about testing for HIV infection
346. Define and explain Human Immunodeficiency Virus (HIV)
347. Explain the potential stages of HIV infection
348. Identify the signs and symptoms of HIV infection

Lesson 15

336. Describe the body's immune system and its destruction by the AIDS virus (HIV)
340. Identify four ways the AIDS virus (HIV) is transmitted and prevented
349. State that AIDS is technically not a specific disease, but a syndrome or condition caused by HIV infection

Suggested Materials

All of the materials for these three lessons can be found in *AIDS: A Catholic Educational Approach to HIV*, published by NCEA, 1992.

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Lesson 16

Topic

Stress Management

Student Objectives

The students will:

121. Identify the role that stress plays in everyone's life
123. Develop the means of dealing with stress, e.g., exercise, good nutrition, dialogue, prayer, meditation
124. Practice using positive self-talk in dealing with stress
125. Identify how being a person of faith can help one deal with stress
126. Recognize the need to put things in perspective

Lesson Overview

Students identify a variety of means of dealing with stress by finding appropriate examples and exploring how faith can relieve stress.

Basic Information

Stress is a natural part of everyone's life. We experience stress just by going through our daily routines. Extra stress can be caused by changes, pressure exerted by friends, family and teachers. People of faith have some advantages when it comes to coping with stress because faith helps them to put the stress into perspective and provides, through prayer, a method of dealing with it.

Vocabulary

Perspective—seeing the relevant data in a meaningful way

Stress—physical, mental, emotional strain or tension

Peer pressure—the power that a person's friends have over her or his choices

Faith—trust or confidence in God

Suggested Materials

- Overhead transparencies of "Ways to Deal with Stress" (Attachment A) and "Stressful Events for Teenagers" (Attachment B)
- "Stressed Out?" and collage directions (Handout #10)
- Periodicals to use in making collages
- Background paper for collages
- Glue or adhesive
- Markers

Teaching/Learning Activities

TEACHER'S ROLE

Serve as a model by sharing the positive means one employs in dealing with stress in one's own life. Provide a process to help students deal with stress in a teenager's life.

ACTIVITY/EXPERIENCE

1. Ask the class, "Have you ever heard the expression 'stressed out'? What experiences do you have with being under stress? What kinds of stress are there?" Allow for student response to each question.
2. Make a list of the kinds of stress that young adults experience on the chalkboard or on chart paper and categorize them. Use the transparency, "Stressful Events" (Attachment B) to assist students if necessary.
3. Then discuss with students ways one might choose to deal with stress intellectually. Use the transparency, "Ways to Deal with Stress" (Attachment A), or include information from it. Discuss each item with the class, saying, for example, "One way of dealing with stress is to put things into perspective. What does that mean to you?" Allow students to respond.
4. Then outline other ways to deal with stress: exercise, good nutrition, talking about it, prayer, positive self-talk and meditation. Have students give specific examples of ways they can use each of these.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is stress?
2. What ways do people of faith deal with everyday stress? With unusual stress?

3. How does exercise and good nutrition help a person deal with stress?
4. How can positive self-talk and talking about stress help a person to deal with it?
5. How can prayer or meditation help a person deal with stress?

Personalization Questions:

1. What are some things in your life that are stressful?
2. What methods do you use to deal with stress?
3. Is your faith helpful to you when dealing with stress? How is it helpful?
4. Take a few minutes right now to use positive self-talk about the stress currently in your life.

CLOSURE

Distribute "Stressed Out?" (Handout #10). Make a collage with pictures (from periodicals) which illustrate all the ways of dealing with stress that you have studied. Make sure to caption each of the components of the collage to make clear how it is stress-reducing.

Possible Extension Activities

1. Invite a guest speaker to class to discuss stress reduction (e.g., a physician, recreation center director or physical education instructor).
2. Discuss unhealthful ways of dealing with stress as a precursor to lessons on substance abuse awareness.

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Attachment A - Lesson 16 (Level E, Part 1)

WAYS TO DEAL WITH STRESS

- PUT THINGS INTO PERSPECTIVE
- RECOGNIZE THE STRESS
- PRAY
- EXAMINE IT
- EXPLORE THE OPTIONS
- MAKE DECISIONS
- STAY POSITIVE
- RELAX

Attachment B - Lesson 16 (Level E, Part 1)

STRESSFUL EVENTS FOR TEENAGERS

- CHANGE OF RESIDENCE
- CHANGE IN FAMILY
- DEATH OF A FAMILY MEMBER OR CLOSE FRIEND
- SERIOUS ILLNESS OF FAMILY MEMBER OR CLOSE FRIEND
- WAR, CONFLICT
- VICTIM OF CRIME
- PROGRESS REPORTS AND REPORT CARDS
- PHYSICAL, EMOTIONAL CHANGES
- TESTS
- PEER PRESSURE
- FAMILY STRESS

Handout #10 - Lesson 16 (Level E, Part 1)

STRESSED OUT?

WHAT ARE WAYS TO DEAL WITH STRESS?

There are many healthy ways of dealing with stress. Among these are:

- Exercise
- Good nutrition
- Maintaining a positive outlook
- Prayer
- Meditation
- Talking out problems
- Analyzing and taking action in certain situations

Make a collage by cutting out of periodicals pictures which illustrate all the ways which you have studied that deal with stress. Make sure to caption each of the components of the collage to make clear how it is stress-reducing.

Lesson 17

Topic

Time Management

Student Objectives

The students will:

134. Place in a hierarchy activities related to family, school, recreation, socialization and religion
135. Create a monthly schedule

Lesson Overview

Students evaluate and prioritize their activities and create a monthly schedule.

Basic Information

People's lives seem to be getting increasingly more complex, even as technology becomes more sophisticated. Often, families have many stressors in the form of commitments outside the home. Students need to know that they have choices to make now and later in life as adults about the ways they may choose to spend their time. They need to set priorities, just as their adult role models do. Many students have first-hand experience in families whose priorities are different. Some people value their career, education, recreation, sports, even shopping, more than time spent with the family. Adults need to prioritize their time in order to spend it in the way that is the most productive and valuable to them and children need to learn how to do this to prepare for adulthood.

Vocabulary

Hierarchy—an ordered listing

Socialization—adaptation to the common needs of a social group

Suggested Materials

- "Setting Priorities Survey" (Handout #11)
- Blank Monthly Calendar" (Handout #12)—two per student
- Practice Calendar" (Handout #13)

Teaching/Learning Activities

TEACHER'S ROLE

Serve as a model of a time manager in everyday use of class time and demystify the planning process to help students realize the importance of choosing, so that they might prioritize their own activities wisely.

ACTIVITY/EXPERIENCE

1. Tell the class, "Successful people organize their time well. This reduces stress associated with having too much to do in too short of a time span. There are lots of ways to organize time. A trip to your local stationery store will prove that by the number of calendars and organizers there are. Teachers organize their time by using lesson plans or a planning book. Hair stylists and other business people organize their time by making appointments in appointment books of some type. Your family might organize their time by making notations on a calendar."
2. Do "Setting Priorities Survey" (Handout #11).
3. Explain the following steps for organizing the blank monthly calendar.
   - Insert and label the correct month and dates on the calendar.
   - Make your priorities and write down the things that are critical.
   - Write down regularly scheduled commitments.
   - Keep revising your calendar as the month progresses.
   - Save some space on your calendar to record long-term commitments.
   - It is helpful to some people to use additional ways of organizing their time, like color-coding certain things or designating certain places on the calendar date pads for certain events.
4. Distribute "Blank Monthly Calendar" (Handout #12) and "Practice Calendar" (Handout #13). Have students make a practice calendar using these two handouts, coding the calendars as they desire.

Lesson
17

Time Management

(continued)

PROCESSING THE EXPERIENCE

Content Questions:

1. What factors are important in organizing a calendar?
2. What pressures do people feel about their time?
3. What steps might a person follow to organize a monthly calendar?

Personalization Questions:

1. How would you use a monthly calendar?
2. Would it help you to organize your time? Why or why not?
3. What priorities have you set in your life?

CLOSURE

Use your second "Blank Monthly Calendar" to make a monthly calendar of school commitments. Add your personal and family commitments.

(Review the individual responses to the survey and practice calendar. Then help students make this second monthly calendar.)

Possible Extension Activity

Keep a calendar every month with students to increase their study skills and accountability.

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SETTING PRIORITIES SURVEY

List the things you MUST do:

- Home
- School
- Church
- Leisure

List the things you would like to do:

- Home
- School
- Church
- Leisure

After each item, list approximately how much time per week the activity might take. Evaluate your list. Rearrange as needed, according to the time you have. Cross off, for now, those for which you have no time.

Handout #12 - Lesson 17 (Level E, Part 1)

MONTH: ______________________________

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Handout #13 - Lesson 17 (Level E, Part 1)

PRACTICE CALENDAR

Include the following information on the blank calendar provided. You might want to use additional organizational techniques, such as use of space, color or size to help you make the calendar more useful.

- Sports practice every Tuesday and Thursday evening, 5:00 - 7:00 P.M., except holidays.
- Games on Saturday mornings at 10:30 A.M.
- Book report due on the second Monday of the month.
- Collect paper route money during the first week of the month.
- Spelling Test every Friday and Math Quiz every Thursday that is a school day.
- Mom's birthday on the 13th.
- Baby-sit Farquar Nibblett every other Saturday, 1:00 - 7:00 P.M.
- School concert on the 12th at 7:00 P.M.
- Make or buy a present for Mom's birthday.
- Paper route, 6:00-7:30 A.M. daily.

Lesson 18

Topic

Self-Safety

Student Objectives

The students will:

142. Realize that they are loved persons who are deserving of respect
146. Define physical abuse and how they can deal with it
147. Explain strategies to protect oneself
152. Describe sexual abuse and learn ways to deal with it

Lesson Overview

Students define abuse and learn how to deal with physical and sexual abuse by making a list of potential interventions and researching agencies that will respond to reports of abuse.

Basic Information

We are becoming more aware of abuse in our society. People can be mistreated by family members or friends. It is important to know what physical and sexual abuse are in order to provide help in time of need. Also, people need to know what to do and where to go for help.

It is unfortunately clear that students need to be prepared to deal with physical and/or sexual abuse at the hands of a family member or friend. In many states, any abuse reported to a child's teacher must be reported to the proper state agency. Be certain to check with the building administrator so that it is clear how to deal with reports.

Children who are empowered to make and act on choices in their lives and who have well-developed self-esteem are generally capable of dealing with a crisis. That victims of child abuse have difficulty identifying themselves as victims or are prevented from making appropriate choices are the insidious factors of these issues.

Vocabulary

Physical abuse—being abused through physical force; unkind, cruel or unfair treatment that physically harms an individual

Sexual abuse—being abused through inappropriate sexual contact

Strategy—a plan of action

Suggested Materials

- Chart or poster paper
- Telephone book
- "Vignettes on Physical and Sexual Abuse" (Attachment C)
- "Handling Threatening Situations" (Handout #14)
- "Some Ideas for Getting Out of Potential Abuse Situations" (Handout #15)
- "I Can Be Safe. I Can Do Something." (Handout #16)

Teaching/Learning Activities

TEACHER'S ROLE

Provide a safe environment for students to discuss potentially sensitive issues.

ACTIVITY/EXPERIENCE

1. Tell the class, "We have probably all seen films or television programs, even news reports, where child abuse takes hideous forms. But, abuse can take many other forms. Today, we will discuss what physical and sexual abuse are, what measures can be taken against the abusers and where to go for help."
2. Read the vignettes from Attachment C and discuss the questions which follow each.
3. Discuss the question, "How can I protect myself?" After students respond, distribute any of the following, which may be helpful:
   - "Handling Threatening Situations" (Handout #14)
   - "Some Ideas for Getting Out of Potential Abuse Situations" (Handout #15)
   - "I Can Be Safe. I Can Do Something." (Handout #16)
4. Discuss additional ways that are listed that may be helpful.
5. Use the "Content Questions" to continue the class discussion, recording interventions, responsive agencies and phone numbers on chart paper.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is physical abuse?
2. What is sexual abuse?
3. What are options a person has when being abused? (Attempt to leave, yell, tell someone nearby, call police, etc.)
4. What are the options after abuse has occurred? (Tell someone—friend, parent, teacher, principal, priest—tell police, child care worker, health care worker; let people know the seriousness with which you view the problem.)
5. What are the consequences of your actions? What happens to the victim? What happens to the abuser?
6. How do you go about reporting abuse that a friend or family member is receiving?
7. What resources do you have to locate people who will respond to an abusive situation? (Police, child welfare agencies, teachers, parish staff, health care workers, community services listed in the phone book, etc.)

Personalization Questions:

1. What would you do about abuse in your home?
2. How would you respond to a friend who has been abused?
3. Who would you choose to tell?
4. What if that person didn't listen?

CLOSURE

(Make certain that a chart of resources is available for students to refer to during the course of the year. Be sensitive to anyone who needs to talk more about the issue and take appropriate steps to accommodate the student.)

Possible Extension Activities

1. Invite a guest speaker from a child welfare agency, health care agency, parish staff, etc., to discuss these issues with your students.
2. Provide a service to an agency that deals with victims of abuse, e.g., collect clothes or diapers for a women's shelter.

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VIGNETTES OF PHYSICAL AND SEXUAL ABUSE

I. TROUBLE FOR TONY

Scene I: Josh is sitting on his front steps.

Josh sat on his front steps and waited for his friend, Tony, and his father to come and pick him up. He was looking forward to spending the night at Tony's house and had packed his favorite glove and his neon water pistol. Even though they'd been friends for nearly a year, this was the first time that Tony had invited Josh to his house. They always had a good time together and he was sure tonight would be no different.

He jumped up when he saw the light blue car pull up to the curb and yelled, "Bye, mom!" through the open screen door as he flew down the steps.

"Hello, Josh," Tony's dad said.

"Hi."

"Did you bring the you-know-what?" Tony asked in a whisper.

"Yep, I've got it right here," Josh said as he patted the water pistol in his jacket pocket. Tony's father eyed the boys suspiciously, but said nothing.

Scene II: At Tony's house.

Later that evening, the boys were in Tony's room looking at magazines and listening to Josh's tape when the door suddenly swung open. It was Tony's little sister, Lisa. "How many times do I have to tell you to knock before you come in my room?" Tony said angrily. Then he reached for Josh's water pistol and squirted Lisa in the stomach. "Go away!"

Lisa's face turned bright red and then she burst into tears and ran out of the room. Josh and Tony looked at each other and started to laugh. "Aren't you glad I brought my enemy deflector pistol, Tony?"

"Yeah, I don't think she'll be bothering us anymore."

Just then they heard Tony's dad yelling from the living room. "Tony, get out here this minute!"

Tony and Josh exchanged worried looks and then both headed for the living room.

"What's the matter, dad?"

"Do you think just because you have a friend over that you have permission to do whatever you please?" he demanded.

"No. But, I didn't hurt Lisa. It was only water."

(continued)

Attachment C - Lesson 18, page 2 (Level E, Part 1)

TROUBLE FOR TONY (continued)

"I don't care what it was. You know better than to pick on her just because she's younger than you."

Josh could see that Tony was getting really nervous. "I'm sorry, dad. I won't do it again, I promise."

Tony's father didn't seem to be listening anymore. He grabbed him by the shoulders and shoved him against the wall and hit him hard on the face. By this time, Tony was crying and yelling for him to stop.

Josh didn't know what to do. His parents had sometimes gotten really mad when he'd done something wrong, but it had never been anything like this. Tony's father had hit Tony really hard, so hard that he had a bloody nose and a hand print on his cheek.

Finally, he stopped yelling and ordered Tony to go to his room. Tony just stood there for a minute, gulped back the tears and then walked slowly to his room. Josh followed behind, not knowing what to say or do.

Once inside the room, Josh said, "Are you okay, Tony?"

I think so, but my head hurts. I guess it wasn't such a smart idea for me to use your water pistol."

"Your dad sure got mad. I was really scared when he hit you."

"Me, too. I don't try to make him mad, but sometimes I can't help it. What do you think I should do?"

Questions for "Trouble for Tony"

1. How did Josh feel about spending the night at Tony's house?
2. Why did Tony's dad yell for him to come out into the living room that night?
3. What happened while Tony and Josh were in the living room?
4. How do you think Tony felt?
5. How do you think it made Josh feel to watch his friend being hit?
6. Do you think Tony's father physically abused him? What's the difference between spanking and physical abuse? (Abuse is "mistreatment" or "injury." Not all spanking is considered mistreatment or causes injury. Tony did get a bloody nose and a hand print was left on his cheek, so it may have been abuse.)
7. Discuss in small groups: What advice would you give to Tony? List all his options and choose which one you think is best.

(continued)

VIGNETTES OF PHYSICAL AND SEXUAL ABUSE (continued)

II. A TOUGH SITUATION

You stay after school each night to help clean in order to pay for part of your tuition. You empty wastebaskets, clean chalkboards and run errands. You like the work a lot and want to do it because you really need the tuition money and want to stay in this school.

When you empty the full trash barrel, you need to go downstairs, where no one else usually is.

On Wednesday, four weeks ago, your supervisor, the maintenance man, came down when you were down there. He helped you empty the trash, but in doing so, got very close to you and almost pinned you to the wall, rubbing against you. You thought it was an accident.

Three weeks ago, on Wednesday, he came down again while you were down there and not only helped you, but also when you were pinned in the corner, he held you there with his body and touched your private parts with his hands for about 30 seconds and said, "You like me a lot, don't you?" You squirmed your way out and ran away, but didn't tell anyone.

Last Wednesday, he appeared again and touched your private parts, this time for a longer time. You screamed and he said as he touched you, "You like me a lot, don't you?" When you yelled, "NO!" and screamed louder, he said, "No one can hear you. The teachers are all in a meeting on Wednesdays. And, if you tell anyone, I'll see that you're fired! No one will believe you!"

He let you go, saying, "I'll see you next week down here and we'll have some more fun." You left very quickly.

You know that he is very well-liked by all the staff and students and that he is probably right in saying, "No one will believe you."

- What are your options?
- What resources do you have?
- What will be the consequences of each of your options? If you do something? If you don't do something?

Handout #14 - Lesson 18 (Level E, Part 1)

HANDLING THREATENING SITUATIONS

Here are some steps you can take when your feelings and body signals tell you this may not be a safe situation:

1. Take a deep, soft breath. Let it all go out.
2. Think — What am I feeling?
   Is there danger here?
   What can I do?
3. Ask Jesus for help.

   Jesus, I'm scared. I don't feel safe. Please be with me and help me think through what the best thing to do is. I love you and I know you love me. Please help me.
4. Ask an adult for help if you still feel confused or scared.

REMEMBER

- You deserve to feel safe and to be treated with respect.
- Your needs and feelings are important. You can trust your feelings.
- It's okay to tell someone you feel afraid or don't like something.
- Your body belongs to you.
- You can decide who touches you or gets close to you.
- You can say no, even to someone older whom you know well and care about.
- It's not your fault and you are not a bad person if someone tricks you into something wrong.
- You can tell someone about it and keep telling until someone helps you.

Handout #15 - Lesson 18 (Level E, Part 1)

SOME IDEAS FOR GETTING OUT OF POTENTIAL ABUSE SITUATIONS

Show them you don't like it . . .	Move away Push them away Dodge them Hide Walk or run away
Tell them in words	"NO!" "Leave me alone!" "STOP!" "I'm going to tell!" "I don't like that!" "That hurts!" "Don't do that!" "Cut it out!"
Leave to go to	Bathroom or bedroom and lock door Friend's or neighbor's house Outside and play Grandmother's house Neighborhood safe house with symbol in the window
Be gross	Spit Throw up Burp Pick your nose Pretend to be sick Tell them you have lice
Distract them	Tell them someone is coming Tell them your mom wants you Tell them something is broken and ask them to fix it Turn up the TV Change the subject
Use borrowed protection	"My (mom, dad, teacher, counselor) says you're not supposed to do that!"

TELL SOMEONE IN YOUR SUPPORT NETWORK AS SOON AS POSSIBLE.

Handout #16 - Lesson 18 (Level E, Part 1)

I CAN BE SAFE. I CAN DO SOMETHING.

If I am in danger or threatened by someone, I can:

yell, kick, make a scene

cross my arms over my chest and say NO!

walk or run away

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I can tell ______________________

or ______________________ about it.

If they can't help, I can tell ______________________

or ______________________.

BE SAFE!

- Don't keep secrets that bother you.
- Know your phone number and area code.
- Carry money for emergency phone calls.
- Know how to dial pay phones and how to call without money in an emergency.
- Evaluate your walking routes.
- Know about safety plans for kids in your area.

Lesson
19

Self-Safety

Lesson 19

Topic
Self-Safety

Student Objectives
The students will:

143. Describe verbal abuse and distinguish it from correction
144. Verify that most correction and punishment is not abuse
148. Define emotional abuse and name concrete courses of action to take if they experience it
149. Describe strategies to get out of abusive or potentially abusive situations

Lesson Overview
Following teacher input and class discussion, students discuss possible examples of emotional and verbal abuse and neglect.

Basic Information
The verbal and emotional areas of abusive behavior may be even more difficult to deal with than those of physical and sexual abuse. People can be easily hurt by the way they are treated emotionally and by what others say. This is particularly true of family members. Sometimes it is like putting a time-release capsule into a child's psyche. The effects may not be immediately apparent, but they will show up. Parents and teachers who model positive adult role models are those who can correct a child's behavior and not diminish the child.

The issue of neglect is also one which requires action on the part of the teacher. Check with the building administrator regarding policy on handling incidents which are reported or apparent.

Vocabulary
Verbal abuse—being mistreated or abused by the words which a person uses, generally in a habitual fashion
Emotional abuse—being abused through emotional manipulation, where the victim's own feelings and common sense are denied or forbidden
Neglect—not to attend to one's duties as a parent by not providing children with their basic needs and nurturing
Strategy—a plan of action

Suggested Materials
- "It Doesn't Feel Good" (Handout #17)

Teaching/Learning Activities

TEACHER'S ROLE
Provide a safe environment for students to discuss potentially sensitive issues.

ACTIVITY/EXPERIENCE
1. Ask the class, "Think of what you would feel like if someone were to yell at you almost every time they talk to you." Allow for student response. Continue, "When family members abuse children through constant name-calling or belittling, normal human emotional responses, such as denial, often occur. You may already be familiar with name-calling and imagine the effect it would have on you to continually be called names by your own family members. Belittling means to be told that you're worthless and unimportant. This is also abuse that has a large impact on people's lives. These abusive behaviors are lies that people who have their own problems tell because they are unable to deal with their lives.

   "God has created us and imaged us. Each individual is a worthwhile reflection of a loving God. Each one of you has many gifts which you may choose to share.

   "The issue of neglect is one of parent responsibility. It is every parent's responsibility to provide for their children's basic physical needs and to nurture them. When these needs are not provided for, it is called neglect. Neglect sometimes occurs by itself, but is also seen in the context of some other kind of abusive situation."
2. Remind the class that it is important to distinguish between what we want and

what we need. Have the students make a list of what they need and what they want.

3. Distribute "It Doesn't Feel Good" (Handout #17) and have students discuss the items in pairs. Have students share responses in the large group, being sure to have students clarify judgments made.
4. Use any of the handouts from the previous lesson to review ways to get out of abusive situations.
5. Have students give examples of correction (punishment) and abuse. List these on the board in two columns. Ask, "Which of these do you think occurs most often?" (Star them.) "Is there likely to be more correction or abuse happening?"

   Ask students to describe the difference between correction and abuse.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is verbal and emotional abuse?
2. What is neglect?
3. What responsibilities do parents have to provide for their children?

Personalization Questions:

1. How do your parents support you?
2. When you have a problem, with whom in your family do you choose to share? How does that person support you?
3. How would you feel as a victim of verbal or emotional abuse?
4. How might you help a friend who is a victim of verbal or emotional abuse?

CLOSURE

Offer prayers of gratitude for good situations and prayers for courage and wisdom for difficult situations.

Possible Extension Activities

1. Prepare a prayer service to pray for victims of verbal and emotional abuse. Include readings that validate the worth of each person.
2. Examine the effect of verbal abuse on the issues of racism and international relations.
3. Discuss the relationship between emotional abuse and brainwashing.

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Handout #17 - Lesson 19 (Level E, Part 1)

IT DOESN'T FEEL GOOD

Match each statement below to the form of abuse it identifies. It is possible to have two marks for one statement.

	Verbal	Emotional	Neglect	None	Can't Tell
1. "You are so stupid!"					
2. "Your hair looks ugly. It always does!"					
3. Parents leave 1- and 4-year-old alone at night.					
4. "You just think you're hurt. You're not really!"					
5. "You'll never amount to anything!"					
6. Child consistently comes to school without any lunch or money for it.					
7. Parent has 5-year-old make own meals.					
8. "What a dumb thing to do, Grace!"					
9. "Why aren't you as good as your brother?"					
10. "I'll tell you what you should feel!"					

Lesson 20

Topic

Self-Safety

Student Objectives

The students will:

145. Explain the importance of reporting abuse until they are believed (for self and others)
150. Explain the consequences of false reporting of abuse
151. Understand that people who are abused often become abusive

Lesson Overview

Students review the importance of persistence in reporting abuse and the value of truth-telling.

Basic Information

Children should be taught to tell the truth and their report should be met with real consequences. Denial is a very human reaction to trauma and we might think that people are overestimating or misinterpreting their experience when they report abuse. Whenever people report abuse, there is something going on. In our experience as professional educators, we often see children acting out. That doesn't always mean they are victims of child abuse. But, abusive behavior is a generational problem, one where victims become abusers.

Vocabulary

Consequences—the result of an action or inaction

False reporting—telling a lie or lies about something

Abuser—a person who victimizes others through some kind of abuse

Suggested Materials

- Bible
- "Speak the Truth to One Another" (Handout #18)

Teaching/Learning Activities

TEACHER'S ROLE

Guide students to discuss the importance of truth.

ACTIVITY/EXPERIENCE

1. Read aloud John 8:31-36 and Ephesians 4:14-15. Ask students what these quotations have to add to a discussion of abuse.
2. Discuss these questions:
   - Why is it hard to keep telling the truth when you are not believed?
   - Why is it important to keep telling the truth about abuse until you are believed?
   - Why is it important to share both the facts about what happened and your feelings about what happened?
   - Why is it important not to make up things that did not happen?
   - What are the consequences of not telling the truth if you are abused? If you are not abused?
3. Guide students through "Speak the Truth to One Another" (Handout #18), where they write a prayer about truth.
4. Discuss: Although it is not always true, many people who abuse others were victims of abuse at one time. This is another reason to be sure to tell the truth — so that help can be given to all involved and the cycle can be broken.

PROCESSING THE EXPERIENCE

Content Questions:

1. What does the Bible say about the value of telling the truth?
2. What do these biblical quotations have to do with reporting abuse?
3. What does "the truth will set you free" mean?
4. Sometimes it's easy to pretend that people are exaggerating when they report abuse. Why?
5. What are the consequences of a report of abuse?

6. What will happen to the abuser? to the victim?
7. What is meant by the *cycle of abuse?* How can it be broken?

Personalization Questions:

1. Have you ever heard a story from a friend or acquaintance that you thought was an exaggeration?
2. What was the outcome?
3. What happens when people lie to you? How do you feel?
4. What consequences are there if you or someone you know were to report child abuse?

CLOSURE

Make a pact with yourself to seek and tell the truth (use the handout activity).

Possible Extension Activities

1. Invite a guest speaker from the criminal justice system to describe the consequences of reporting abuse.
2. Visit the criminal court in your area.

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Handout #18 - Lesson 20 (Level E, Part 1)

… SPEAK THE TRUTH TO ONE ANOTHER …

Zech. 8:16

Find your favorite biblical quotation that deals with truth-telling. If one does not come immediately to mind, use the following citations to find one that has special meaning for you.

1 Kg. 1:4   Ps. 15:2   Prov. 23:23   Zech. 8:16
Jn. 4:24   Jn. 8:32   Jn. 14:6   Rom. 1:25
Gal. 2:5   Eph. 4:15   2 Tm. 2:15   1 Jn. 1:8

Spend some time reflecting on this quote.

Write a prayer asking for the courage to be truthful in all situations.

Write yourself a promise to stay truthful.

Lesson
21

Self-Direction and Responsibility

Lesson 21

Topic
Self-Direction and Responsibility

Student Objectives
The students will:

163. Accept responsibility for their part of a group project (accountability)
168. Explain the importance of being of service to others without reward

Lesson Overview
Small groups of students read and study biblical citations which speak of service. Then, the groups plan and implement a class presentation on the importance of service in their own community.

Basic Information
Service is one of the basic values of our faith and many references to it appear in the Bible. We know that we are not redeemed through our acts, but we can show our acknowledgment and appreciation of our loving God's gift of life by being of service in our community.

Vocabulary
Service—an act or helpful activity; help; aid

Accountability—work for which an individual is held responsible

Suggested Materials
- "A Community Shows God's Love Through Service" (Handout #19) for each group of students
- One piece of 24" x 36" butcher paper (or equivalent) for each group
- Bibles

Teaching/Learning Activities

TEACHER'S ROLE
Facilitate discussion of and planning for service project presentations.

ACTIVITY/EXPERIENCE
1. Tell the class, "Today, you will be working in groups. You will be able to help one another while you are fulfilling your own commitment to the group. Your group will help you to determine your accountability."
2. Divide the class into small groups.
3. Distribute "A Community Shows God's Love Through Service" (Handout #19). Tell students that on the handout they will find a list of jobs that need to be accomplished by the group and that although not everyone needs to do everything, everyone needs to contribute something. Before students start, remind them to read the directions thoroughly and make certain they understand them.
4. Let students prepare and then dramatize their projects.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is service?
2. Does it require a reward?
3. Who can benefit from service? (Both those giving and receiving service can benefit.) How?

Personalization Questions:

1. Do you need to have a reward in order to do service?
2. Why or why not?
3. How can you serve your community?
4. What do you feel like when you serve your community?

CLOSURE
In a small group, discuss what benefits you receive from service. Share your comments with the class.

Possible Extension Activities
1. Have students follow up on a service project as a class or individually.
2. Have students read about St. Martin de Porres, Mother Cabrini, Dorothy Day, St. Francis of Assisi, Oscar Romero or Mother Theresa.

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Handout #19 - Lesson 21 (Level E, Part 1)

A COMMUNITY SHOWS GOD'S LOVE THROUGH SERVICE

Make certain you understand your responsibility before you carry out the directions listed below.

1. Read the biblical quotations listed below. Everyone in this group needs to hear and understand them, although one person may read aloud.

Meaning

John 12:26

Gal. 5.13:14

Eph. 4:12

Luke 10:25-27

Luke 14:11

2. Find some part of the readings that you can use as a quotation on your poster.
3. Make a list of as many service projects as you can think of that 7th or 8th Grade students could do that would benefit your school or parish or community. Incorporate that information on your poster.
4. Choose one of your listed projects to dramatize. Show the way the project could be carried out.
5. Be imaginative and creative in your presentation. Include: someone to read the scripture you chose; someone to explain its meaning; someone to tell why your group chose it; someone to talk about the service project you discussed. Dramatize it.

Lesson 22

Topic

Self-Direction and Responsibility

Student Objectives

The students will:

165. Explore the relationship between schooling and career choices
169. Discuss the need for deriving satisfaction from work
170. Discuss the dignity of human beings and the inherent value of all work

Lesson Overview

Students explore and discuss the relationship of work to satisfaction and meaningfulness by working with a partner on a discussion guide and through a class discussion. They then have an opportunity to respond in writing to the question, "What makes work meaningful?"

Basic Information

Many people find great satisfaction from their work because they view it as a ministry. Each of us is called to make the presence of Jesus alive in our own life. By doing so, we can't help but touch those we deal with through our work in one way or another. Work can be seen as a means to an end or an end itself. In order to find the best workplace for oneself, it is necessary to have the power of choice. That power is derived from education, being open to it and using its potential to form a capable, competent person.

Vocabulary

Ministry—serving the people of God
Dignity—respect and honor
Inherent value of work—inseparability of labor from its worth
Profession/career—an occupation requiring some advanced training in such areas as liberal arts or science (e.g., teaching, engineering, law, medicine or theology)
Job—a regular paid position

Suggested Materials

- Newspaper "Help Wanted" section (enough newspapers to provide some to each student dyad; the listings can differ from group to group)
- "Help Wanted Discussion Guide" (Handout #20)
- Pen, pencil per dyad

Teaching/Learning Activities

TEACHER'S ROLE

Monitor a guided discussion with students organized in dyads and as a whole class.

ACTIVITY/EXPERIENCE

1. Divide the students into dyads, with each dyad receiving a copy of a "Help Wanted" column and "Help Wanted Discussion Guide" (Handout #20).
2. Allow sufficient time for the students to process the material, then discuss as a class the "Content Questions."
3. You may wish to have the students answer the "Personalization Questions" reflectively by journaling or as a homework assignment.

PROCESSING THE EXPERIENCE

Content Questions:

1. In addition to money, what does a person gain from working? (Experience, responsibility, etc.)
2. Is everyone happy in their work? Why or why not?
3. Should everyone be happy with all aspects of their work? Why or why not? (This would be an unreal expectation. There will usually be some aspect of our work we do not like, even if we really like the position we have.)
4. What are the differences between a career/profession, a job and a ministry?
5. What jobs or careers require professional or intensive training?
6. Why are some jobs called professions?
7. What is the role of service or ministry in everyday work?
8. Why do people want to work?
9. What makes work valuable?

Personalization Questions:

1. What kinds of work do you do?
2. What forms of satisfaction do you receive from the work you do?
3. What kind of work do you expect to be doing in 10 years? In 20 years? In 30 years?
4. How will you minister to others through your choice of work?

CLOSURE

Respond in writing to the question, "What makes work meaningful?"

Possible Extension Activity

Have students check Bible readings, which have interesting ramifications regarding work (e.g., Ps. 66:5-6, Prov. 16:3, Eph. 4:11-13, Col. 1:10, Phil. 2:12-17).

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HELP WANTED DISCUSSION GUIDE

1. List the categories of openings in your piece of the "Help Wanted" section:

2. Put a check by any opening which might appeal to you or your partner.

3. Next to the check marks, briefly list why you would like that position.

4. Circle in pencil those openings for which schooling/education is important.

5. Circle in pen those for which it is essential.

6. Discuss: which openings you benefit from (i.e., if no one did them, the quality of life would not be as good).

Lesson 23

Topic

Substance Abuse Awareness

Student Objectives

The students will:

194. Identify that prolonged use of drugs will result in serious injury to their bodies and their offspring and can result in death
195. Identify appropriate support groups to use when they or a member of their family is/are involved in alcohol or drug abuse

Lesson Overview

Students review information supplied about the toxicity and risk of drugs and in cooperative groups, formulate a skit and poster to persuade their peers not to use drugs.

Vocabulary

See "Drug and Alcohol Vocabulary" (Handout #21)

Suggested Materials

- "Drug and Alcohol Vocabulary" (Handout #21)
- "Drug and Alcohol Cooperative Project" (Handout #22)
- "Drug and Alcohol Abuse Resources" (Handout #23)
- Assorted phone books and other research information
- Poster paper and coloring agents

Teaching/Learning Activities

TEACHER'S ROLE

Supply basic information and information sources on substance abuse. Gather materials which students can use in their group project. After completion of the project, arrange for presentation to other classes.

ACTIVITY/EXPERIENCE

1. Organize the students in cooperative groups, giving each group one set of handouts.
2. Outline the project (Handout #22) with the students and review the "Drug and Alcohol Vocabulary" (Handout #21). Allow the cooperative groups to proceed.
3. Have the student groups make their presentations to the class and then make any revisions necessary. The presentations can be videotaped.
4. After the last presentation, process the experience.

PROCESSING THE EXPERIENCE

Content Questions:

1. What are the consequences of drug use? Long term? Short term?
2. Are there different consequences of drug use because of the length of the drug use? What are those? How are they different?
4. What organizations in your community provide support for people who are in drug-dependent situations?
5. What organizations provide support for those people whose family members are drug or alcohol dependent?
6. What are the effects of stimulant drugs?
7. What are the effects of depressant drugs?
8. What are the dangers in using drugs one time? Habitually?
9. Why do people make the choice to use drugs?
10. Does society have a moral responsibility to help drug-dependent people? Why or why not?

Personalization Questions:

1. What are your personal attitudes toward drug or alcohol use?
2. Do you use drugs or alcohol?
3. What steps can you take to help yourself deal with stress in your life?
4. What will you do when a friend or family member has drug dependency or alcoholism?
5. What community resources can you use?

Lesson 23

Substance Abuse Awareness

(continued)

CLOSURE

Reflect about your personal choices regarding drug use.

Possible Extension Activities

1. Videotape the presentations.
2. Invite a local television or radio station to come and see the presentations.
3. Invite another class to observe the presentations.
4. Submit tapes of the presentations to radio or TV stations, including community access cable TV.
5. Present skits before the PTA.

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Handout #21 - Lesson 23 (Level E, Part 1)

DRUG AND ALCOHOL VOCABULARY

Absorption	the process of taking up and into the body
Abstinence	voluntary self-restraint
Addiction	compulsive need for a habit-forming drug or other material
Alcoholism	a complex, chronic psychological and nutritional disorder associated with excessive and unusual compulsive drinking
Amphetamines	any of a variety of stimulant drugs
Caffeine	a stimulant and diuretic found in coffee, tea and cola
Circulation	movement of blood through the vessels of the body, stimulated by the action of the heart
Cirrhosis	a disease of the liver
Cocaine	a drug obtained from coca leaves, the use of which can result in dependence; creates an intoxicant effect
Crutch	using something for support
Depressant	an agent or drug that reduces body functions or appetites
Ingestion	to take in, to digest
Intoxication	an abnormal state of drunkenness from drugs, alcohol or other material
Rehabilitation	to restore or bring to a condition of health
Ritalin	a type of stimulant drug
Sedation	the inducing of a relaxed, easy state or sleep through the use of drugs, alcohol or other material
Stimulant	an agent or drug that produces a temporary increase in the function of the body

DRUG AND ALCOHOL COOPERATIVE PROJECT

Team Members:

Date:

Expectations:

As a cooperative group, you will be expected to:

1. Formulate a skit and create a poster, to be used in the skit, that informs your classmates and other students about the long-term effects of drug or alcohol dependency.
2. Provide information on organizations which offer support for people in these situations.

Procedure:

1. Organize your work: research, skit, poster.
2. Do your work.
3. Practice and evaluate the outcome.
4. Make any changes necessary before the final presentation.

DRUG AND ALCOHOL ABUSE RESOURCES

National Groups:

Your Community:

ALCOHOLICS ANONYMOUS (212) 686-1100
Box 459, Grand Central Station
New York, NY 10163

ALATEEN (212) 683-1771
P0 Box 182, Madison Square Station
New York, NY 10159

AL-ANON FAMILY GROUP (212) 683-1771
P0 Box 182, Madison Square Station
New York, NY 10159

NATIONAL ASSOCIATION FOR CHILDREN OF ALCOHOLICS (NACOA)
P0 Box 421691
San Francisco, CA 94142

NARCOTICS ANONYMOUS
16155 Wyandotte Street
Van Nuys, CA 91406

FAMILIES ANONYMOUS (818) 989-7841
P0 Box 528
Van Nuys, CA 91408

NAR-ANON FAMILY GROUPS (213) 547-5800
P0 Box 2562
Palos Verdes, CA 92704

PILL-ANON (718) 361-2169
P0 Box 120, Gracie Square Station
New York, NY 10028

DRUGS ANONYMOUS (212) 874-0700
P0 Box 473, Ansonia Station
New York, NY 10023

PILL ADDICTS ANONYMOUS (215) 372-1128
P0 Box 278
Reading, PA 19603

NATIONAL FEDERATION FOR PARENTS FOR DRUG-FREE YOUTH
(301) 649-7100 or (800) 554-KIDS
1820 Franwall Avenue, Suite 16
Silver Spring, MD 20902

Lesson 24

Topic

Substance Abuse Awareness

Student Objectives

The students will:

196. Research how nicotine, alcohol and other drugs could affect a person by identifying at-risk populations and family roles

Lesson Overview

Students suggest definitions for at-risk populations for substance abuse and then check against researched information. They then make a chart describing family roles in a chemically dependent family. Students observe a mobile used to describe family roles. Finally, students ask for the guidance of the Holy Spirit to make the choice to be substance-free.

Basic Information

A person's family heritage and role in the family can influence the way he or she chooses to live. It is important to know about one's family to help make personal choices more clear and to know what places a person more at risk, so better choices can be made.

Often, in a family with a chemically dependent person, the chemically dependent person is in denial. However, even stronger denial occurs in family members who do not perceive themselves as being affected by the drinking or drug behavior. Families associate the disruptive behavior with alcohol and drugs and become so preoccupied with the chemicals that they disregard the changes they, themselves, have been making to compensate for the alcoholic or addict's behavior. Breaking through this denial utilized by families of chemically dependent patients is difficult. The "Family Dynamics Mobile," using Sharon Wegscheider's model, has been adapted to label the roles most commonly observed in chemically dependent families.

Vocabulary

Role—a behavior pattern, assigned or assumed

At-risk population—a group in the general population which is in danger of particular problems

Suggested Materials

- "Risk Factors for Adolescent Substance Abuse" (Attachment D)
- "Factors Which Predict Drug Use" (Handout #24)
- "Family Role Descriptions" (Handout #25)
- Transparency made from "Family Role Descriptions" (Attachment E)
- "Roles in a Chemically Dependent Family" (Attachment F)
- Mobile made from Attachment G, with notes from Attachment H ready to attach (prepare before class)
- Two small pill bottles; string for the mobile; tape and/or clips to attach bottles and signs to mobile
- Transparency made from Attachment I (or write the prayer on the board)

Teaching/Learning Activities:

TEACHER'S ROLE

Inform students of at-risk populations and family role research in regard to substance abuse.

ACTIVITY/EXPERIENCE

1. Have students give their definition of at-risk populations in today's world. List their responses on the board.
2. Ask if they think these same groups were at risk a generation ago. List groups they might add or delete in a second column.
3. Have students give their reasons for why the two columns might differ.
4. Distribute "Factors Which Predict Drug Use" (Handout #24). Using the content of "Risk Factors for Adolescent Substance Abuse" (Attachment D), help

students understand the role each factor plays in placing a young person at risk. Ask, "How many of these factors were present one generation ago? Does this change your response to why the columns might differ?"

5. Distribute "Family Role Descriptions" (Handout #25). Place a transparency of "Family Role Descriptions" (Attachment E) on the overhead, but keep the information about each role covered.
6. Discuss each role, explaining the defenses, feelings, representation to the family, behaviors and possible future characteristics. Have students complete their graphs as you uncover each description and explain it. (See Attachment F for more information.)
7. Hang the mobile in the front or center of the room where all can see it easily. Follow the steps below, giving the explanation in your own words as you do.

- **Balance mobile.**
  "A family is like a mobile. It has individual and independent components, yet it is tied together by a central force and thus, creates a type of equilibrium."
- **Move mobile pieces so they move about.**
  "When moved by an outside force, the whole system is affected, then works gradually to re-establish its balance. The top bar, when horizontal, represents the family's sense of security and well-being."
- **Add small bottle to "Chemically Dependent Person."**
  "When one member is chemically dependent, the balance is destroyed and other family members shift their roles to compensate."
- **Add "Begins to preserve family income, reputation and relationships" to "Chief Enabler."**
  "It is important to note that although the top bar regains its horizontal position, the other members' positions remain out of balance. This is a good time to ask what family members could do to cope with 'Chemically Dependent Person's' behavior."
- **Move mobile.**
  "As a mobile moves, it takes energy to level out the ups and downs. The chemically dependent family handles these movements by repressing their feelings and learning to react with survival behavior. For example, the 'Chief Enabler' becomes super-responsible, the 'Family Hero' becomes helpful, the 'Scapegoat' rebels, the 'Lost Child' withdraws and the 'Mascot' uses humor to survive. These roles are not cut and dried; they have been separated out for ease of recognition. The adoption of these roles is done subconsciously and the family members will most likely deny that the masquerade exists. Some family members share more than one role. At times, they exchange roles. Survival behavior results from the family's need to find a way to cope with the painful feelings of helplessness, frustration and fear, both for themselves and for the 'Chemically Dependent Person,' whose true condition they are finding harder and harder to deny.

  Survival behavior to the family is not unlike alcohol to the alcoholic; it takes the anxiety out of living, but only temporarily. Family members feel that they're doing the best they know how at the time."
- **Add a second bottle to "Chemically Dependent Person."**
  "Chemical addiction becomes worse and the family is out of balance again, requiring more action on their part to regain equilibrium."
- **Add to the "Family Hero": "Surrogate parent, works hard, family supervisor." Add to the "Chief Enabler": "Usual duties, plus making most of the family decisions, controlling finances, earning extra money."**
  Ask how the balance in the family changes and why.

- **Remove both bottles from "Chemically Dependent Person."**

  "Even when the 'Chemically Dependent Person' recovers, the family remains out of balance. As the family adjusted to the 'Chemically Dependent Person's' gradual loss of control, each family member found a certain kind of power. Based on the 'Chemically Dependent Person's' irresponsibility, the family member felt right and justified in doing whatever it took to survive emotionally. The more unreasonable the addict's behavior, the more power the family member must acquire in order to survive and the harder it is to relinquish the survival behavior."

  Examples of payoffs from roles:

- "I feel good when I am needed."
- "I am addicted to excitement."
- "I like being in charge, making decisions and helping others."
- "I get a lot of attention from friends and family for being a martyr." *

PROCESSING THE EXPERIENCE

Content Questions:

1. What are family roles and why are they important?
2. What can we learn from the ways chemically dependent families deal with the problems they face?
3. How does family history tend to repeat itself?
4. What choices do people have about what happens in their families?
5. What resources can be provided to families that are experiencing problems? In school? Parish? Community? City? State?

Personalization Questions:

(These might best be handled through journaling or quiet reflection without sharing.)

1. What choices can you make if you realize you are assuming one of these roles in your family?
2. With whom can you talk? From whom can you get help?

CLOSURE

Continue to quietly reflect on "Personalization Questions."

As a class, recite the prayer that is on the screen.

(Place a transparency of Attachment 1 on the overhead.)

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* This concept is adapted, with permission, from Sharon Wegscheider, *Another Chance: Hope and Health for the Alcoholic Family,* 1981 (Science and Behavior Books, California).

Attachment D - Lesson 24, page 1 (Level E, Part 1)

RISK FACTORS FOR ADOLESCENT SUBSTANCE ABUSE

The following risk factors for adolescent drug abuse have been compiled by Drs. J. David Hawkins and Richard F. Catalano, as part of their research into the causes of drug abuse. These risk factors have been identified after extensive review of research findings in adolescent drug abuse.

Full descriptions of each factor are contained in the following published articles.

Hawkins, J.D., Lishner, D.M., Catalano, R.F. "Childhood Predictors and the Prevention of Adolescent Substance Abuse," in C.L. Jones and R.J. Battjes (Eds.), *Etiology of Drug Abuse: Implications for Prevention.* Washington, D.C.: National Institute on Drug Abuse, aDM85-1385, 1985.

Hawkins, J.D., Lishner, D.M., Catalano, R.F., Howard, M.O. "Childhood Predictors of Adolescent Substance Abuse: Toward an Empirically Grounded Theory." *Journal of Contemporary Society*, 8(1), pp. 11-48, 1986.

These risk factors should be interpreted like risk factors for heart or lung disease. That is, if a young person has one of these characteristics, it increases his or her chances of developing a problem with alcohol or drug use. However, it does not mean that having one of these risk factors guarantees that a young person will become a drug abuser, just that the risk is increased.

1. **Family History of Alcoholism**
   Research from several perspectives has continued to demonstrate a link between family drinking and adolescent alcohol and other drug abuse. Alcoholics are more likely to have a history of parental or sibling alcoholism. Children who abuse other drugs are also likely to have a parent or sibling with a drinking problem. The presence of an alcoholic family member doubles the risk that a child will have a problem with alcohol or other drugs.

2. **Family Management Problems**
   Family management problems have been a consistent predictor of adolescent alcohol and other drug abuse. These problems include poorly-defined rules for behavior, inconsistent enforcement of rules, poor parental monitoring of children's behavior, excessively severe discipline, negative communication patterns, including constant criticism and absence of praise, and over-involvement by one parent and distance by the other parent.

3. **Early Antisocial Behavior and Hyperactivity**
   A consistent relationship has been found between conduct disorders in early elementary school and drug abuse. These conduct disorders include: aggression, especially when coupled with shyness among males; hyperactivity; nervousness; inattentiveness; impulsiveness; and acting defiant and negative. Evidence suggests the presence of these behaviors before elementary school is not predictive of later abuse, since these behaviors may be part of normal preschool development for children.

(continued)

RISK FACTORS FOR ADOLESCENT SUBSTANCE ABUSE (continued)

4. **Parental Drug Use and Positive Attitudes Toward Use**
Parental use of alcohol or other drugs increases the risk that children will initiate the use of drugs. Parent modeling of use and involvement of their children in use (getting a beer from the refrigerator or lighting a cigarette) increases the likelihood that children will use alcohol, cigarettes and marijuana. Favorable parental attitudes toward substance use also increase the likelihood of use.

5. **Academic Failure**
Low and failing grades in mid to late elementary school increase the risk for adolescent drug abuse. Poor school performance increases the likelihood of early initiation of use, as well as the amount of subsequent use.

6. **Little Commitment to School**
Students who are not committed to educational pursuits are more likely to engage in drug use. Use of strong drugs (for example cocaine, stimulants and hallucinogens) is significantly lower among students who expect to attend college.

7. **Alienation, Rebelliousness and Lack of Social Bonding to Society**
In middle or junior high school, those students who do not adhere to dominant values of society, who rebel against authority—particularly parents and school officials—and have low religiosity tend to be at higher risk for drug abuse than those who are bonded to societal institutions of family, school and church.

8. **Antisocial Behavior in Early Adolescence**
Nonconformity to traditional values, high tolerance of bizarre behavior, resistance to traditional authority, low social responsibility, low social competence and sensation-seeking have all been shown to be related to drug abuse.

9. **Friends Who Use Drugs**
Association with drug-using friends during adolescence is among the strongest predictors of adolescent drug use. The evidence is clear that initiation into drug use happens most frequently through the encouragement of close friends, rather than strangers, because children are most easily influenced by their friends.

10. **Favorable Attitudes Toward Drug Use**
Having specific favorable attitudes toward drug use is a risk factor for drug use initiation. Having negative attitudes toward the use of alcohol or other drugs inhibits initiation.

11. **Early First Use of Drugs**
Alcohol and other drug abusers tend to begin using the substance at an early age. Early initiation into drug use increases the risk of extensive and persistent involvement in the use of more dangerous drugs. Onset of alcohol or other drug use prior to age 15 is an especially consistent predictor of later drug use. Postponing the age of initiation until the age of 19 years or older lowers the risk for subsequent abuse.

FACTORS WHICH PREDICT DRUG USE

1. Family history of alcoholism, especially for males (the risk is four times greater).

2. Family management problems:
- Poorly defined rules
- Little monitoring
- Inconsistent and excessively severe discipline.

3. Early antisocial behavior, hyperactivity.

4. Parental drug use and positive attitudes toward use.

5. Academic failure (4th to 6th Grade level).

6. Little commitment to school.

7. Alienation, rebelliousness, lack of social bonding to society.

8. Antisocial behavior in early adolescence.

9. Friends who use.

10. Favorable attitudes toward drug use.

11. Early first use of drugs.

Source: Hawkins, J. David and Catalano, Richard. 1988. *Preparing for the Drug (Free) Years.* Developmental Research and Programs, Seattle, WA.

FAMILY ROLE DESCRIPTIONS

Role	Defenses	Feelings	Represents to Family	Behaviors	Possible Characteristics	
					With Help	Without Help
Chemically Dependent Person						
Chief Enabler						
Family Hero						
Scapegoat						
Lost Child						
Mascot						

Adapted with permission from Sharon Wegscheider, *Another Chance: Hope and Health for the Alcoholic Family*, 1981 (Science and Behavior Books, Inc., Palo Alto, CA 94306).

Attachment E - Lesson 24 (Level E, Part 1)

FAMILY ROLE DESCRIPTIONS

Role	Defenses	Feelings	Represents to Family	Behaviors	Possible Characteristics With Help	Possible Characteristics Without Help
Chemically Dependent Person	Blaming; Angry; Self-righteous	Hurt; Guilt; Fear	Disruption	Very inconsistent with values; Confusing	Sobriety; Recovery; Reliable; Caring person	Health problems; Psychological problems; Early Death
Chief Enabler	Protector; Enabling; Caretaker; Blaming	Anger; Powerless; Guilt; Resentment	Responsibility; Control	Excuses; Nags; Tries to do everything for everyone; Martyr	Becomes very good at taking care of self; Strong; Independent	Self-pity, bitter; Poor relationships; Detached; Chronic unhappiness
Family Hero	Successful; Does what is right	Inadequate	Self-worth; Family can be proud	High achiever; Activities; Sports; School, friends	Good leader; Responsible for self; Accepts failure	Workaholic; Responsible for everything; Never wrong
Scapegoat	Hostile; Defiant; Angry	Hurt; Guilt	Takes focus off alcoholic	Much negative attention; Pulls away from family	Good counselor; Courageous; Sensitive; Sees reality well	Trouble at school or job; Prison; Unplanned pregnancy
Lost Child	Withdrawn; Loner	Loneliness; Unimportant	Relief — don't have to worry about	Quiet; Few friends; Follower	Independent; Talented; Creative; Imaginative	Little zest for life; Identity problems
Mascot	Fragile; Immature; Cute; Funny	Fear	Comic relief; Fun and humor	Hyperactive; Distracting; Short attention span; Clowning	Take care of self; Good sense of humor; Fun to be with	Ulcers; Can't handle stress; Clown

Adapted with permission from Sharon Wegscheider, *Another Chance: Hope and Health for the Alcoholic Family*, 1981 (Science and Behavior Books, Inc., Palo Alto, CA 94306).

Attachment F - Lesson 24, page 1 (Level E, Part 1)

ROLES IN A CHEMICALLY DEPENDENT FAMILY

CHIEF ENABLER

- Usually spouse of the chemically dependent person or alcoholic, but may also be the oldest child.
- Feels powerless over the situation. Keeps trying.
- Delusion about what choices are available.
- Takes over when alcoholic leaves, falls apart or gets sicker and denies his or her feelings about this.
- Always tired.
- Becomes very organized in order to cope.
- Feels grief, bitterness, despair and resentment.
- Makes excuses for alcoholic, but enjoys feelings of power, competence, indispensability after taking over their responsibilities.
- Eventually turns off feelings.
- Hypochondria—physical symptoms and illnesses that are stress-related.
- Will continue to play enabling role in all relationships, if doesn't get help.
- If a spouse, was probably the "Hero" in his or her own family.
- Has a great sense of failure.
- Low self-esteem, believes what the alcoholic says about him or her.

THE HERO

- Keeps negative feelings to self, has fear of anger.
- Perfectionist, super-critical of others.
- Difficulty asserting own needs.
- Compulsive achievement, but without satisfaction, trying to be good as a means of helping, fixing the family.
- Feels responsible for family pain and healing, tremendous guilt.
- Difficulty setting and maintaining limits.
- Lacks genuine friendships.
- Generosity is depleting, exhausting.
- Attracted to dependent personalities.
- Frequently over-extends self, prolonged striving.
- Has problems with trust, intimacy and control.
- Lacks openness and honest assertiveness.
- Becomes employed in the helping professions. Burns self out.
- Leaves home early.
- Can separate and see what's going on in the family.

(continued)

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ROLES IN A CHEMICALLY DEPENDENT FAMILY (continued)

- Listens, absorbs pain.
- Provides self-worth for the family, builds everyone up.
- "Type A" behavior as an adult.
- Terrified of losing control, being alone.
- Constantly performing to cover up fear of failure.
- Takes geographical cure to escape from family—moves far away.
- Shows no stress or feelings.
- May switch roles with "Scapegoat," if displeases family.
- At risk for psychological abuse and neglect.

THE SCAPEGOAT

- Frequently the second child.
- Doesn't fight stress directly; flight is easier.
- Withdraws through own drug use.
- Car accidents, expulsion, vandalism, etc.
- Seems not to care about family, feels family doesn't care.
- Friends offer shallow companionship—they're equally needy and have little to give, tend to be exploitive and manipulative.
- Grows up to be chemically dependent, if no intervention.
- Helps to focus attention away from the alcoholic parent by acting out.
- Acts defiant, frozen tears.
- Sullen, withdrawn.
- Suicide attempts.
- Gets blamed for most things—"black sheep" of the family.
- At risk for physical abuse.
- Can't compete with the "Hero," so gives up. Gets negative attention.
- Antisocial, but has strong need to belong.
- Physically, mentally and emotionally in control.
- Will do anything for peer acceptance.
- Uses testing behavior, setting up hoops for others to jump through.
- Often adopts another family through peers, sports, gang.
- Attempts to alienate others or get the group to alienate someone.
- Abrasive, brings out intolerance in others.
- Sets self up and alternately others, for group to gang up on, reject.
- Recovery is too much effort.

(continued)

Attachment F - Lesson 24, page 3 (Level E, Part 1)

ROLES IN A CHEMICALLY DEPENDENT FAMILY (continued)

THE MASCOT

- Often the youngest child.
- Feels alone and helpless.
- Is protected by the rest of the family, gets vague reassurances instead of validation of perceptions.
- Becomes very anxious—releases tension by clowning, hyperactivity, thumper behavior, erratic bursts of behavior.
- Everyone denies problem and alcoholism to "Mascot," making them feel crazy.
- Most likely to develop psychiatric problems.
- Tense, wiry, small bodies, smaller than siblings and peers.
- Stress-related illnesses.
- Is lonely, even as the center of attention.
- Manipulator, socially very skillful.
- Has difficulty focusing, looking inward.
- Not as fragile as they seem.
- Provides relief to family through clowning and entertainment.
- Tendency toward flashy cars, latest fashions, super-sexiness.
- Is cute, fun, uses charm to succeed.
- Is not taken seriously by others.
- Takes on the feelings of others, very sensitive.
- Free floating, attracted to everything.
- Has the least amount of information about the family situation.
- Is the focus for the family's positive feelings.
- Makes irrelevant, inappropriate comments and behavior.
- Never grows up.
- Likely to be physically abused.

THE LOST CHILD

- The forgotten child.
- Little experience in living, makes errors in judgment.
- Doesn't feel close to either parent.
- Confusion over sexual identity.
- Lacks healthy model to relate to the opposite sex, dates rarely.
- Passive, acceptance of lack of specialness.
- Low expectations, failure to develop potential.

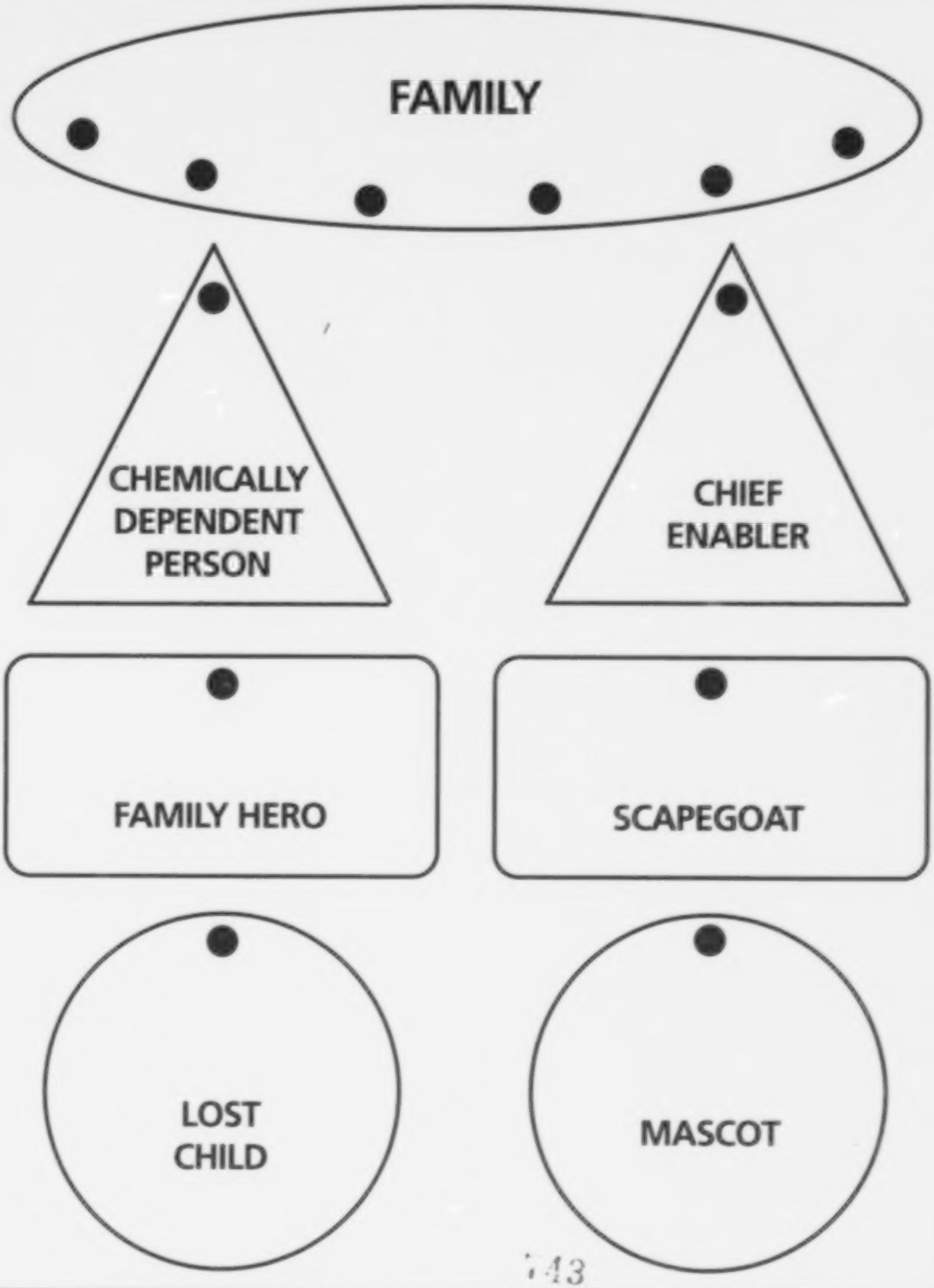
(continued)

ROLES IN A CHEMICALLY DEPENDENT FAMILY (continued)

- Has contact with spiritual self.
- Bed-wetting, compulsions with food, binges with drugs, alcohol.
- Derives great comfort and pleasure from possessions and pleasures.
- Gives something to talk about in uncomfortable social situations.
- Very intense.
- Provides relief to the family.
- May also act as the "Scapegoat."
- Loner—makes no demands.
- Develops a fantasy world.
- Stays alone, away from family a lot.
- Plays it safe. Exists, but doesn't live.
- Becomes very independent.
- Lacks social skills. Is solitary, uncomfortable with intimacy.
- Is a stranger in his or her own family.
- Feels guilty for not being able to fit in.
- Withdraws into own world, imaginary friends, etc.
- Difficulty separating real world from illusions.
- Most likely of the roles to be victim of incest.
- Feels left out.
- Accidents, childhood diseases, allergies, stress-related illnesses.
- Looking for someone to take care of them.
- Self-indulgent and selfish.
- Meticulous about their clothes, toys, etc.
- Creates private domains for oneself wherever they live—their space.
- Doesn't want to be held or touched.
- Chronic depression and hopelessness.
- Has difficulty seeing choices.

Adapted with permission from Sharon Wegscheider, *Another Chance: Hope and Health for the Alcoholic Family,* 1981 (Science and Behavior Books, Inc., P.O. Box 60519, Palo Alto, CA 94306).

Attachment G - Lesson 24 (Level E, Part 1)


FAMILY
CHEMICALLY DEPENDENT PERSON
CHIEF ENABLER
FAMILY HERO
SCAPEGOAT
LOST CHILD
MASCOT

Attachment H - Lesson 24 (Level E, Part 1)

BEGINS TO PRESERVE
FAMILY INCOME,
REPUTATION
AND RELATIONSHIPS

USUAL DUTIES,
PLUS MAKING MOST OF
THE FAMILY DECISIONS,
CONTROLLING FINANCES,
EARNING EXTRA MONEY

SURROGATE PARENT,
WORKS HARD,
FAMILY SUPERVISOR

Attachment I - Lesson 24 (Level E, Part 1)

God,
you gave me a mind
and the freedom to choose.
With your grace
and the support of
good people in my life,
I can make choices
which will make my life
substance-free.
Holy Spirit, guide me.
Guide also, all those involved
in chemically dependent families.
Bring them
your peace and joy.
Amen.

Lesson 25

Topic

Substance Abuse Awareness

Student Objectives

The students will:

197. Gain more knowledge of the disease of alcoholism or chemical dependency and its effects
203. Determine that the need a person has for an addictive substance leads to an increased need for it, with a variety of consequences

Lesson Overview

Students examine a variety of consequences to habitual involvement with drugs and alcohol.

Basic Information

Some adults in our society choose to use drugs and alcohol in a carefully administered setting for a variety of purposes. Among those are: during a religious celebration; for medical purposes; as part of a meal; and for socialization. Others (children, young people and adults) choose to misuse drugs and alcohol, also for a variety of reasons. Those might be classified as: to escape the pain of life; for recreation; out of habit; or for experimentation.

When people become addicted to drugs or alcohol, their behavior changes in order to enable the further use of the drug(s) of choice. That means that the addicted person must find a source of the drug. The drug(s) may be purchased, stolen or given to the user. There are consequences, no matter how the drug(s) is/are obtained because of the issues of dependency, victimization and other negative behaviors.

Teens who are involved with drugs or alcohol learn a variety of strategies to keep themselves supplied or close to a supplier of their drug of choice. That behavior, whether illegal, immoral or manipulative, will have consequences which are unhealthy.

Vocabulary

Dependency—being influenced by or subjected to something or someone

Socialization—to participate in an activity of a particular social group

Addiction—compulsive need for a habit-forming drug or other material

Consequences—the outcomes of a situation, behavior or choice

Suggested Materials

- "Consequences of Drug Dependence" (Handout #26)

Teaching/Learning Activities

TEACHER'S ROLE

Have flyers or pamphlets available from any of the agencies or groups that deal with teens who are facing addiction. Send for information from the groups mentioned on the fact sheet from Lesson 23 or consult your local telephone directory.

ACTIVITY/EXPERIENCE

1. Initiate the lesson by having students recall consequences for choices they've made. Use volunteered information or recall an example. Discuss how a person's behavior might change for the worse because of a choice that he or she had made.
2. Review the material in the "Basic Information" and "Vocabulary" sections.
3. Have students reflect individually and in writing on the scenarios in "Consequences of Drug Dependence" (Handout #26).
4. Have students compile their answers in small groups. Review them with the total class.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is drug dependency?
2. What are some effects of alcohol or chemical dependency?
3. How do people change their behavior to make certain they have access to their drug of choice?

4. Why do people need to continue the use of their drug of choice?
5. What consequences, outcomes or changes are there in drug- and alcohol-addicted behaviors?

Personalization Questions:

1. Do you know someone who is drug dependent?
2. What choices has that person made in order to use their drug of choice?
3. What choices would you have to make to get a drug?
4. Why do you feel that people need drugs or alcohol?

CLOSURE

Write and read a psalm or prayer about addictive behavior and choices made about drugs and alcohol.

◆

Handout #26 - Lesson 25 (Level E, Part 1)

CONSEQUENCES OF DRUG DEPENDENCE

Examine the following situations and determine what possible outcomes or consequences there might be for each one. Be prepared to share your ideas orally with your classmates.

SITUATION	CONSEQUENCES
Being found drunk on the street.	
Drinking one can of beer while home alone.	
Being pressured into drinking or taking drugs by peers.	
Asking someone to give you a drug or a drink.	
Becoming friendly with someone because of needing the drug they can supply or purchase.	
Stealing from your parents in order to buy drugs or alcohol.	
Being paid to do acts of prostitution in order to pay for drugs or alcohol.	
Manipulating another person into using drugs or alcohol in order to become that person's supplier.	
Being in situations where drugs or alcohol are used inappropriately.	

Lesson 26

Topic

Substance Abuse Awareness

Student Objectives

The students will:

190. Develop a series of strategies to reject a drug, while maintaining status with their peer group
198. Identify healthy and unhealthy peer groups
199. Make the moral choice to remain free of unhealthy groups

Lesson Overview

After a class discussion on the healthy and unhealthy influence of peer pressure, students create a poster to demonstrate their learning.

Basic Information

It is important for our students to have the skills and power that they need in their lives to make healthy choices for themselves. When adults make judgments about a child's choice of peers, there is the danger that the judgment may have negative effects. It is more important to offer children skills and alternatives.

Vocabulary

Peers—persons of your age or experiences, whom you might choose as friends

Peer pressure—the influence exerted by your friends on you to get you to choose to do what they want; can be healthy or unhealthy

Healthy peer relationships—ones which are characterized by people who encourage others to take risks which are life-giving, open and help you to be the best person you can

Unhealthy peer pressure—encourages you to take unsafe risks which have consequences which might change your life for the worse

Moral choices—those decisions people make which require judgment and courage to do the right thing

Suggested Materials

- Poster-making materials

Teaching/Learning Activities

TEACHER'S ROLE

Create a classroom environment that is safe for students to discuss peer relationships.

ACTIVITY/EXPERIENCE

1. Begin by asking students what they think the old adage, "If your friend jumped off a bridge, would you?" really means.
2. Discuss with the class the definition of peers, healthy and unhealthy peer pressure and moral choices. (See "Basic Information" and "Vocabulary.")
3. After discussion, have students think about examples of healthy and unhealthy peer relationships and the kind of risks that are a part of each one. Students should contribute their ideas orally.
4. Then have students design posters which compare and contrast the healthy and unhealthy peer relationships discussed.

PROCESSING THE EXPERIENCE

Content Questions:

1. Who are peers?
2. What are healthy peer relationships?
3. What are unhealthy ones?
4. How can a person tell the difference?
5. What are some moral decisions that peers influence?
6. What moral choice does a person make about his or her friends?

Personalization Questions:

1. Who are your peers?
2. Are your relationships healthy or unhealthy? How do you know?
3. What things do your friends encourage you to do?
4. In what ways do you try to influence your friends?
5. Do you take time to think about your decisions? Why or why not?
6. What are some examples of courageous decisions you or your peers have made?
7. What influences your decisions?
8. How do you tell what group of friends is right for you?

CLOSURE

(Display posters around the room or in the hallways to remind students of this lesson.)

Reflect on the topic, "How I let peers influence me."

■

Lesson 27

Topic

Conflict Resolution

Student Objectives

The students will:

223. Practice using prayer and reflection in handling conflicts
225. Be open to the perspective of others in conflict situations
227. Practice a group process for resolving conflict
233. Identify how emotions affect conflict and explain how to deal with them
236. Distinguish between subjectivity and objectivity in evaluating the issues in a conflict

Lesson Overview

Students participate in a consensus form of conflict management, which uses prayer and time to generate a group opinion or solution to a problem.

Vocabulary

Consensus—a decision everyone can live with, even if it is not their first choice

Suggested Materials

- "Process of Consensus" (Handout #27)

Teaching/Learning Activities

TEACHER'S ROLE

Help students practice using a model of consensus-building.

ACTIVITY/EXPERIENCE

1. Tell the class, "Some people say that an animal designed by a committee is the camel because of the animal's unusual features. When coming to a consensus, a group needs to honor the opinions of all the members and all the members need to be able to live with the decision.

   "Coming to consensus isn't the same as the 'majority rules' form of democracy that we are used to. One way to solve a conflict is to come to a consensus agreement. It requires time and patience to solve a problem using a consensus model. It is easy to get bogged down or bored with the process. But, the process is a fair one, if everyone buys into it."
2. Using "Process of Consensus" (Handout #27) as a guide, form students into small cooperative groups, with the purpose of coming to a consensus on an issue over which they might disagree. Use the examples on the page or make up situations which are more appropriate to your students. You might choose to assign a different example to each small group.

PROCESSING THE EXPERIENCE

Content Questions:

1. What are some different ways of handling conflicts in groups?
2. What is a compromise?
3. What does "consensus" mean?
4. What are the steps for coming to consensus?
5. Is prayer useful in solving a conflict or coming to consensus? Why or why not?
6. How do emotions affect conflict? How can you deal with emotions during conflict?

Personalization Questions:

1. Have you ever had a conflict which wasn't resolved, but needed to be fairly resolved?
2. When? What happened? How was it solved?
3. Have you ever used prayer in solving conflicts or coming to a group decision? When? What happened?
4. Are you willing to compromise in order to resolve a conflict? Why or why not?
5. What are some examples of conflicts which you are not willing to resolve?

6. Are there any that you are willing to resolve? What are they?
7. Is it necessary for you to have your own way all the time? Why or why not?

CLOSURE

Have one student in each group give a report to the class about the group's process and resolution.

Possible Extension Activity

Apply the model to real life problems.

◆

Handout #27 - Lesson 27 (Level E, Part 1)

PROCESS OF CONSENSUS

1. Identify the conflict as specifically as possible. What are the facts (objective points)? What are the opinions (subjective points)?
2. Use prayer to help identify the important issues.
3. Determine whether consensus is the best model to use for problem-solving.
   - Do you have enough time?
   - Does the problem require that everyone buy into it?
   - Is everyone committed?
4. Brainstorm possible solutions.
5. Listen to ideas in a non-judgmental way.
6. Let everyone express their opinion.
7. Use prayer to ask for help in finding workable compromises.
8. Work out differences among group members by discussion. Understanding evolves as everyone in the group participates.
9. As a group, find a way to publish the solution.
10. Conclude with a prayer of thanksgiving.

Possible Problems for Consensus Model Solution

- Establish the one flavor of ice cream to be served at a party or gathering where only one flavor can be chosen.

- Establish a consensus on an issue which has many facets. For example, should women in the military be sent to combat zones?

- Establish a consensus on an issue for which there are highly emotional and social aspects. For example, is it ever right to fight a war?

Lesson 28

Topic

Conflict Resolution

Student Objectives

The students will:

226. Identify those aspects of a conflict which they can and cannot control
230. Identify and practice ways to handle an unresolved conflict
232. Explain the role of trust and misplaced trust in conflict resolution

Lesson Overview

Students learn ways of dealing with unresolved conflicts by role-playing situations in which several strategies are used.

Basic Information

Many people live with unresolved conflicts on a daily basis. It is the way that they choose to handle those conflicts which determines whether a person is happy, moody or sad, or has a positive or negative outlook on life.

By being a role model, the teacher communicates volumes about how to handle unresolved conflicts. Some people bury them, some people have to talk about them and others seem to be content, even during the roughest situations. Family dynamics often determine how we deal with conflict and teachers provide another model for students who may believe that there are no alternatives.

Vocabulary

Conflict—fight, not necessarily physical
Conflict resolution—solving a conflict
Unresolved conflict—inconclusive end to a fight or argument
Trust—firm belief in the honesty, reliability of one trusted

Suggested Materials

- "Role-Play Situations" (Handout #28)

Teaching/Learning Activities

TEACHER'S ROLE

Model conflict resolution.

ACTIVITY/EXPERIENCE

1. Enlist a conspirator to act out a conflict situation—perhaps an encounter between students about a choice seat in class or between a student and teacher about a misunderstood homework assignment. The acting-out should stop short of being resolved.
2. Allow the students to observe and comment on what they observed. Ask students to think about the way the conflict ended and what happens when a conflict goes unresolved.
3. List these solutions:
   - Compromise
   - Giving in to the dominant person
   - Reconciliation
   - Ignoring the conflict or putting off a resolution
   - Having a violent resolution
4. Have students role-play situations from Handout #28, showing a variety of solutions. Examine, discuss and evaluate each solution.
5. Invent some situations which might be personal to your students, such as sibling conflicts, conflicts with parents or friends or a conflict in values. Have students identify the areas of each conflict which they can control and those which they cannot.
6. Also have students discuss the issue of trust in conflict resolution.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is an unresolved conflict?
2. What are some things that could happen when a conflict is left unresolved?
3. How can people work on unresolved conflicts in a peaceful manner?
4. What is the role of trust in a conflict?
5. What is misplaced trust?

Personalization Questions:

1. What is your experience with unresolved conflicts?
2. Do you have hope that these types of conflicts can be resolved? Why or why not?
3. Can you solve a problem without trust? Why or why not?
4. What happens when you have an unresolved conflict?
5. What parts of a conflict can you control?
6. Can you live with unresolved conflicts in a healthy way? How?
7. Can you tell when a conflict is unresolved? How?

CLOSURE

Write a journal entry or personal reflection about a conflict in your own life. The writing should include:

- Which parts you could control.
- Which parts you could not control.
- Did you resolve the conflict successfully? If so, how?
- Is there anything you would do differently, if you could?

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ROLE-PLAY SITUATIONS

DIRECTIONS: Discuss possible solutions for the situations below. Dramatize each solution. After all skits and dramatizations are done, discuss and evaluate each solution.

1. Jody and Kelly, twins, both wanted to go to the basketball game, but one of them has to baby-sit their six-month-old brother. They are both angry and are both determined to get their way.

2. In almost every class at school, Chris is frequently in trouble—doesn't get work in on time, is often late for class, frequently talks or writes notes during class. Ms. Jacobs, the science teacher, is a good teacher, but isn't always really organized. She is fixing some lab equipment during class for a pair of students when she hears voices from Chris' area.

   She says, "Chris, I've warned you once before today."

   Chris wasn't talking this time and erupts, "But, I wasn't talking!"

   She snaps back, "I'll see you after school."

   Chris yells, "But, I wasn't talking!"

   Ms. Jacobs sends Chris out of the room.

Lesson 29

Topic

Conflict Resolution

Student Objectives

The students will:

228. Identify when it is important to stand up for one's beliefs and values
229. Explain the importance of handling personal conflict without involving extraneous people
234. Discuss how facing conflicts can contribute to personal growth
235. Identify internal conflicts and practice a process for addressing them

Lesson Overview

Students provide their classmates and teacher with biblical proof of how Jesus taught us to resolve external and internal conflicts.

Vocabulary

Extraneous—not involved in the matter at hand

External conflict—conflict between two or more people

Internal conflict—ambivalent feelings, conflict within oneself

Suggested Materials

- Bible for each student
- "Internal Conflicts" (Handout #29)

Teaching/Learning Activities

TEACHER'S ROLE

Provide a challenge to the students by asking how Jesus would expect conflicts to be solved.

ACTIVITY/EXPERIENCE

1. Read aloud Matthew 5:21-26.
2. Ask students to tell their understanding of the passage and when Jesus advocates standing up for one's beliefs.
3. Have students find biblical passages that support the objectives of this lesson.
   - Is it important to stand up for one's rights?
   - What ways should we handle personal conflicts?
   - Can personal growth occur as a result of learning to handle conflicts?
4. Tell the class, "Internal conflict is: when you don't know what you really want; when you want something and don't want it at the same time; when you want two things, but can't have both; when you have to choose, but don't like any of your options; when you want to do something, but are afraid to try it; when you wish you could control or change something you can't."
5. Give examples of internal conflicts:
   - "Justin wants very much to be on the basketball team so that he can be with his friends and be part of the 'in' crowd. He does not want to put time into practicing basketball skills.
   - "Anita wants to be with her mother for Christmas because of all the good times and traditions they've shared in the past. She also wants to be with her dad and his new wife, who is from Mexico, because his new wife teaches her a lot about Mexican customs and traditions for Christmas and she wants to be part of it.
   - "Abdul wants to ride his motor bike very fast so the other kids will cheer for him, but he is afraid to drive at high speeds."
6. Ask students, "What is the internal conflict in each of these situations? What are some other examples of internal conflict?"
7. Use "Internal Conflicts" (Handout #29) to discuss ways to deal with such dilemmas.
8. Have students analyze a personal internal conflict in small groups.

PROCESSING THE EXPERIENCE

Content Questions:

1. What are the values which are worth defending?
2. What are the values that Jesus advocated?

Lesson 29

Conflict Resolution

(continued)

3. Why is it important to handle personal conflict without involving extraneous people, if possible?
4. What happens when they are involved?
5. How would Jesus handle personal conflicts?
6. What are internal conflicts?
7. How can people work through internal conflicts?
8. Does conflict help us grow? Spiritually? Emotionally? How?
9. Why is it important to stand up for one's values and beliefs?

Personalization Questions:

1. What values do you defend, even in conflict situations?
2. Do you handle conflict in the ways Jesus would advocate? Give an example.
3. Do you involve extraneous people in your conflicts? When?
4. How do you handle internal conflicts?
5. Does conflict help you grow? Spiritually? Emotionally? How?

CLOSURE

Find the Bible verse which is the most powerful for you and memorize it. Write about the meaning of this verse for you and tell how it could affect your own life.

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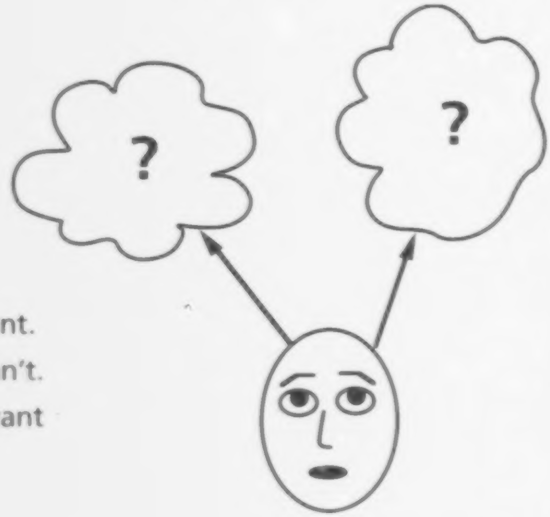
INTERNAL CONFLICTS

When you experience a conflict within yourself:

- You want something you can't have.
- You have to choose between two things you really want.
- You don't know what you really want.
- You want to change something you can't.
- You want something, but you don't want the consequences of choosing it.



What can you do?

- Talk it over with a wise person.
- Pray about it.
- Write out your thoughts and feelings.
- Think about some of the questions below.
- Be honest with yourself and others.
- Do the best you can do, according to your conscience.

Ask yourself:

- What is really the conflict inside me?
- What choices am I facing?
- What feelings, needs and wants are involved?
- What values are involved?
- What can I change or control and what do I need to accept?
- What are some of my options?
- How will I be affected by each possible choice?
- How will others be affected?
- How do I feel about each of the options?
- What do I believe is the right thing to do?
- Who can I talk to about this?

Lesson 30

Topic

Conflict Resolution

Student Objectives

The students will:

231. Identify situations which may lead to conflict and how to improve them

Lesson Overview

In a prayerful atmosphere, students prepare and participate in non-sacramental reconciliation. They identify conflicts they've had in their lives and determine forms of resolution.

Vocabulary

Conflict—a fight, not necessarily physical
Compromise—a solution to a problem where both parties come to an agreement
Reconciliation—to pardon and be pardoned

Suggested Materials

- Candle
- Bible

Teaching/Learning Activities

TEACHER'S ROLE

Provide tools by teaching students non-violent ways to handle conflicts and that sometimes conflict situations are not solved immediately or permanently.

ACTIVITY/EXPERIENCE

1. Prepare the elements for the non-sacramental reconciliation by moving the candle and Bible into a prominent place and making the lighting and seating in the classroom appropriate.
2. Guide students' thoughts by inviting them to become quiet and feel God's presence. Ask students to recall conflicts in their own lives, thinking about the situation and what happened to resolve the conflict. Encourage students to think about how the Holy Spirit was present in the situation, either by helping them to resolve the conflict or by preventing further escalation of it.
3. Use the "Content Questions" and "Personalization Questions" to help the reflection process.

PROCESSING THE EXPERIENCE

Content Questions:

1. What are some different sources of conflict?
2. What kinds of solutions are possible in conflict situations? Compromise? Reconciliation? Ignoring the conflict? Giving in? Unresolved? Violence?
3. When and why would some choices be more appropriate than others?
4. What are alternatives to violent conflicts?
5. What happens when people's wants and needs come into conflict?
6. Is it necessary to resolve a conflict immediately? Why or why not?
7. What are the consequences of delaying the resolution to a conflict?

Personalization Questions:

1. What are some conflicts you've experienced?
2. How were they resolved?
3. What happens when you don't solve a conflict?
4. Can you live with an unresolved conflict? How?
5. Do you like being angry? Why or why not?
6. How do you generally solve your conflicts?
7. How do you plan to solve them in the future?

CLOSURE

Light the candle and read Matthew 5:22-26, 6:5-9. Recite the "Our Father" together.

Possible Extension Activity

Make arrangements for the students to receive the Sacrament of Reconciliation.

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Lesson 31

Topic

Cultural Similarities and Differences

Student Objectives

The students will:

243. Discuss the similarities and differences of other people and how their lives are enriched by them
251. Grow in awareness and understanding of being prejudiced
252. Explain how cultural differences may lead to conflict
253. Identify a speaker's underlying attitudes and form a tentative hypothesis about how prejudice affects behavior

Lesson Overview

Using newspapers and magazines, students collect articles and advertisements which are examples of forming prejudice or prejudice formed. Students analyze these from the perspective of the ways that prejudice affects behavior and influences cultural behavior.

Vocabulary

Attitude—mental or emotional state or mood
Tentative hypothesis—possible theory
Similarities—nearly the same
Differences—unlikenesses
Prejudice—an opinion formed before facts are known or setting aside the known facts
Cultural differences—ethnic experiences that are unlike

Suggested Materials

- Newspapers and magazines
- Scissors and glue
- Paper for scrapbook, pages and cover
- Several examples of articles and advertisements to share

Teaching/Learning Activities

TEACHER'S ROLE

Model awareness of prejudices and ways to correct them.

ACTIVITY/EXPERIENCE

1. Show the students examples and have them determine whether they illustrate prejudice formed or forming.
2. Have students look through periodicals to find their own examples to put in a scrapbook. Point out examples of prejudice formed through advertisements.
3. For each example, have students determine the type of prejudice it is (i.e., age, race, gender, status, etc.). Have students write a brief statement analyzing the above and what they can determine about the writer's or reporter's frame of mind: positive, neutral or negative.
4. Have students analyze each example to determine if it isolates people or brings them together in a positive fashion.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is prejudice?
2. What examples of prejudice can you share?
3. Is prejudice natural?
4. Is prejudice a positive or negative thing? Explain your response.
5. What are the differences you have observed in different culture groups?
6. What kinds of conflict occur between cultures?
7. What happens when people are prejudiced toward certain kinds of people?
8. How can an appreciation of differences enrich our lives?
9. How does prejudice affect a person's behavior?

Personalization Questions:

1. How does prejudice affect behavior?
2. What examples of prejudice can you relate from your own experiences?
3. What can you do about your prejudice?
4. How can you help your friends with their prejudices?

CLOSURE

Make a display and/or share your scrapbook with other classes.

Possible Extension Activities

1. Have students write letters to advertisers, sharing their findings.
2. Have students become active in consumer movements.
3. Have students write to reporters on the attitude they display in their writing.

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LEVEL E
PART 2

Lessons 1-31

Lesson 1

Topic

Individual Differences

Student Objectives

The students will:

277. Describe effects that physical and emotional growth have upon attitudes, behavior and interpersonal relationships
278. Identify physical, mental, emotional and spiritual stages and describe their stage at present

Lesson Overview

After reviewing information provided by the teacher about the changes that happen throughout a person's development, students demonstrate an understanding of the kinds of changes in their own lives by making a photographic or pictorial timeline.

Basic Information

People go through a process of change throughout their lives. These changes are physical, mental, emotional, spiritual and social. Just as a newborn baby moves through stages of infancy, toddler, childhood, puberty and adolescence toward adulthood, we also move through stages as we develop spiritually, emotionally, socially and mentally. Psychologists, educators and theologians have named and described the stages. The attitude with which one works through the process of growth and change is important because it sets the stage for the way a person accepts changes in his or her life.

Vocabulary

Maturity—being fully grown in all ways
Growth—the progression of one's body through the expected changes from infancy through maturity
Attitude—mental state or mood, often apparent to others by body or oral language
Behavior—actions and reactions; conduct
Socialization—adaptation to the common needs of a social group

Suggested Materials

- Students should bring to school a collection of photographs, pictures or mementos which represent their experiences during infancy, early childhood, beginning school and middle grades, as well as a recent photograph
- Poster paper
- Coloring agents

Teaching/Learning Activities

TEACHER'S ROLE

Provide students with information about stages of physical, mental, emotional and spiritual changes that occur in people's lives.

ACTIVITY/EXPERIENCE

1. Ask students to bring in pictures of themselves at various ages and bring some of yourself.
2. Create a collage of pictures of children at various stages by determining the stage the picture represents.
3. Invite students to illustrate their progression by taking their pictures and incorporating them into a timeline.
4. Have students write an autobiographical paragraph which relates information about their lives at each stage.

PROCESSING THE EXPERIENCE

Content Questions:

1. What effects does physical growth have on attitudes? On behavior? On interpersonal growth?
2. What effects does emotional growth have on attitudes? On behavior? On interpersonal growth?
3. What is more important to maturation: physical or emotional growth? Why?
4. Do people generally stay at one stage in life? Why or why not?

Personalization Questions:

1. How have you changed in the last two years? Physically? Emotionally? Spiritually?
2. What are some ideas you had that have changed since early childhood?

CLOSURE

Journal about the changes you see coming in your life. Predict what your life will be like in five years, in 10 years, in 20 years. If you wish, you can share your writing.

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Lesson 2

Topic

Describing and Expressing Feelings

Student Objectives

The students will:

207. Know they are a loved and loving person
213. Appraise the importance of being true to their own feelings
216. Accept responsibility for the expression of their feelings
217. Identify the effect of fluctuating feelings on basic relationships with parents, family, friends

Lesson Overview

Using a handout about feelings, students reflect on fluctuating feelings they've experienced and appreciate that they are a loved and loving person.

Basic Information

It is normal for people to experience fluctuations and changes in their feelings, especially during adolescence because of physical, sexual, mental and emotional changes they are undergoing. Young people sometimes feel as if they are isolated in their feelings because we don't often discuss them and reassurance may not be forthcoming from friends, parents or teachers who may judge too quickly. In order to understand those feelings, it is important for teachers, students and their families to reflect prayerfully on them, not just act and react impulsively.

Vocabulary

Feelings—emotions; specific or generalized

Responsibility—an expected accountability; obligation

Fluctuating—continually changing

Suggested Materials

- "Reflecting on Feelings" (Handout #30)

Teaching/Learning Activities

TEACHER'S ROLE

Help students deal with the fluctuations of emotions adolescents experience and provide an environment where personal growth can occur.

ACTIVITY/EXPERIENCE

1. Relate a personal story about a time during adolescence when you experienced fluctuating feelings. Or ask, "Have you ever had an experience like this? One day your parent asks you if you want to go to shop for something new and you readily agree. When it's time to go, your friends stop by and now you want to stay with them."
2. Ask students to share their own related stories.
3. Relate basic information regarding normal fluctuations in people's emotions and how they are heightened by the emotional and physiological impact of adolescent growth.
4. Distribute "Reflecting on Feelings" (Handout #30). Have students respond to the individual reflections.

PROCESSING THE EXPERIENCE

Content Questions:

1. What does it mean to be true to one's own feelings? (Being honest about your feelings, naming them, not ignoring or hiding them, making wise choices about expressing them, etc.)
2. Why is it important to acknowledge your own feelings? (They may come out in unhealthy ways if we do not acknowledge them.)
3. What are the consequences of acting on your feelings? (We choose how to express our feelings and are responsible for our actions. Therefore, we need to choose wise ways to express our feelings.)

4. What are some things that can cause feelings to fluctuate? (Health, fatigue, attitude toward self, etc.)
5. What effects do your fluctuating feelings have on those around you?

Personalization Questions:

1. How can you deal with your fluctuating feelings?
2. Can you have a basically good relationship with a person, even if your feelings about that person change frequently?
3. What feeling messages does your family get from you? Your friends?
4. How do your family and friends tell you that you have a good relationship without saying so in words?

CLOSURE

Complete the following in your journal: "My feelings fluctuate when . . ."

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Handout #30 - Lesson 2 (Level E, Part 2)

REFLECTING ON FEELINGS

Think about the questions posed below. Give your response in writing.

What does it mean to be true to one's own feelings?

Why is it important to acknowledge your own feelings?

What are the consequences of acting on your feelings?

What are some things that can cause feelings to fluctuate?

How can you deal with your fluctuating feelings?

Can you have a basically good relationship with a person, even if your feelings about that person change frequently?

What feeling messages does your family get from you? Your friends?

How do your family and friends tell you that you have a good relationship without saying so in words?

Lesson 3

Topic

Describing and Expressing Feelings

Student Objectives

The students will:

214. Evaluate the importance of responding to others' needs when their needs conflict

Lesson Overview

Students discuss or role-play several conflict situations and determine a response which the main character can live with and which is responsive to others' needs.

Vocabulary

Conflict—a fight or serious disagreement, not necessarily physical; struggle
Feelings—emotions; specific or generalized
Needs—necessity

Suggested Materials

- "Role-Play Situations" (Handout #31)

Teaching/Learning Activities

TEACHER'S ROLE

Provide guidance and practice in ways to deal with feelings in conflict situations.

ACTIVITY/EXPERIENCE

1. Open discussion by clarifying the differences between needs and feelings.
2. Use the "Content Questions" to broaden discussion.
3. Distribute "Role-Play Situations" (Handout #31).
4. Have students prepare each situation in small groups. Then, have each small group select a situation to role-play before the whole group.
5. Discuss with the students the choices made by the group and how those choices affected the individual's feelings and the needs of the group.
6. Proceed with the "Personalization Questions."

PROCESSING THE EXPERIENCE

Content Questions:

1. What is conflict?
2. What is needed to resolve conflict?
3. What is the difference between arguing for the sake of arguing and trying to solve a conflict?
4. What about arguing for the sake of power or controlling a situation?
5. What group needs might be more important than an individual's needs or feelings?
6. When should an individual stand up for his or her own needs when a group has different needs? (When someone might get hurt, when important values are at stake, when something wrong will be done, etc.)
7. What can be learned from conflict situations?

Personalization Questions:

1. What do feelings or emotions tell you about your needs?
2. When emotions and needs come into conflict, what do you do?
3. How can you analyze your emotions or feelings when they come into conflict with another's needs?
4. Can you meet another person's needs when they come into conflict with your feelings? Why or why not?
5. How do you generally solve problems?
6. What choices do you have when group needs are different from your own?

CLOSURE

Reflect quietly on how you feel after the role-playing. We'll have a sharing session and if you wish to participate, say, "Right now I feel..."

We'll close with a prayer in thanksgiving for all the feelings we experience.

(Note: Be alert for any sensitive or negative feelings which are stated so that you can follow up with the individuals.)

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Handout #31 - Lesson 3 (Level E, Part 2)

ROLE-PLAY SITUATIONS

Individual Needs and Feelings in Conflict with Group Needs

A. You're in a class, just ready to tell your friend the best part of a story when the fire alarm goes off.

What is the group need?

What is the individual need or feeling?

What do you do?

B. A group of friends is shopping at the mall. You are desperately hungry and suggest a stop for something to eat. No one in the group supports this suggestion. In fact, someone says, "You're too fat anyway!"

What is the group need?

What is the individual need or feeling?

What do you do?

C. Your class plans a Christmas party for some disabled students. Everyone is supposed to bring $5 to cover the cost of refreshments and entertainment. You are saving the money you've earned for something you want and you don't want to spend even $5 on anything else.

What is the group need?

What is the individual need or feeling?

Would it make a difference if the plan was for a different purpose, such as celebrating a holiday? Why or why not?

What would you do?

Lesson 4

Topic
Communication

Student Objectives
The students will:

46. Have the courage to report to appropriate authorities when there is an infraction of a rule or when others are being hurt
47. Verify that they are responsible for their body language, as well as their oral language
48. Have the courage to verbalize issues of importance

Lesson Overview
Students explore the effect of body language on others' attitudes and beliefs about a person through pantomime and discussion.

Basic Information
There is a fine line in adolescent experience between the influence of one's peers and the issues of safety, taking risks and breaking rules. When students have the opportunity to buy into their own rule-making, it sometimes helps them to confront these sensitive peer relationship issues. It is important to include gospel values that serve justice, community and peace or promote risk-taking in a positive way. Be sure to know your group: signing and non-verbal signals are extremely powerful communication tools in many cultures.

Vocabulary
Body language—actions or reactions that indicate a person's feelings by one's body posture
Oral language—speaking
Verbalize—expressing oneself in words
Issue—a point or matter under dispute
Courage—the quality of being fearless or brave; standing up for what you believe in
Appropriate authorities—people who are empowered to serve the community, such as law enforcement officials, educators, clergy, etc.
Infraction—a violation of a law or rule

Suggested Materials
- Pantomime cards (made from instructions on Attachment J)
- Chart paper, markers

Teaching/Learning Activities

TEACHER'S ROLE

Facilitate students' pantomime and discussion.

ACTIVITY/EXPERIENCE

1. Hand out pantomime cards (Attachment J) and allow students a few moments to plan their strategy for pantomiming the feelings or actions indicated.
2. Have the audience take different parts: a portion reacting from a teacher's perspective; another portion reacting from a parental perspective; others from a friend's point of view; and others from the point of view of a stranger of the same age.
3. After each person has completed their pantomime, ask the class the following questions:
- What message do you get from these actions?
- Did everyone get the same message?
- What were the messages received by each group?
- What consequences might there be to the action?

PROCESSING THE EXPERIENCE

Content Questions:

1. What message can a person communicate non-verbally? (Anger, surprise, happiness, sadness, etc.)
2. Does everyone always get the same message? (Not always.)
3. What consequences might there be? (Confusion, misunderstanding, mistrust, etc.)
4. How can a person give mixed messages? (Say one thing, act a different way.)
5. How can a person receive mixed messages? (Hear and see different messages.)

Lesson 4

Communication

(continued)

6. What issues should be reported to an authority?

Personalization Questions:

1. What messages do you give with your body language?
2. What do these postures say to you:
   - Arms at sides?
   - Eyes downcast?
   - Eyes staring?
   - Direct eye contact?
   - Eyes closed?
   - Hand signals?
3. What does a person look like who is:
   - Angry?
   - Argumentative?
   - Friendly?
   - Violent?
   - Wants a favor?
   - Is bored?
   - Wants to do something wrong or too risky?
4. What do you do when something should be stopped because it is too risky or wrong?

CLOSURE

Discuss ways that communication between people can be improved.

Make a list of suggestions on chart paper and post it in the classroom.

Possible Extension Activities

1. Plan a prayer service which celebrates community and positive communication within a community.
2. Invite a neighboring school's class to your school. Have a class on communication and discuss ways students can promote friendship between groups.

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Attachment J - Lesson 4 (Level 5, Part 2)

PANTOMIME CARDS

Directions: Make up cards by writing each of the following statements on a separate 3" x 5" card.

Someone who has their arms folded across their chest

Someone who has their arms at their sides and eyes downcast

Someone whose eyes are staring

Someone who is making signs

Someone who is making direct eye contact

Someone with their eyes closed

Someone who is angry

Someone who is argumentative

Someone who is friendly

Someone who is likely to become violent

Someone who wants a favor

Someone who is bored

Someone who wants to do something wrong or too risky

Someone who is looking for help

Someone who is fearful

Someone who is confident

Someone who needs comforting

Lesson 5

Topic

Friendship

Student Objectives

The students will:

55. Describe friendship as a gift which cannot be demanded
56. Describe different kinds of friendship
63. Verify that not all friendships are permanent or exclusive

Lesson Overview

Students review what the Bible has to say about the value and the gift of friendship. They celebrate friendship by making a "Friendship Box" for someone else in the class and filling it with affirmations and a homemade memento.

Basic Information

We give mixed messages in our society. On one hand, we say, "Be your own person, make up your own mind and stand up for yourself. It's okay to be independent." On the other, peer pressure would give you the impression that to be accepted you must be popular and shouldn't have just one person as a friend. We also say to our young people, "Marry and have a relationship with one person for life," but society says that 50 percent of marriages end in divorce. These differences seem to be a matter of morals, values and for us, commitment to gospel values.

The lesson outlined may take more than one class period because it requires that students do biblical research, write affirmations and make a memento.

Vocabulary

Friendship—state of being friends; friendly feeling or attitude

Permanent—lasting or intended to last indefinitely

Exclusive—shutting out other considerations or other people

Suggested Materials

- Bibles
- Notebook paper and writing instruments
- Wrapping paper
- Small boxes (one per student)
- Tape
- Construction paper, cut into thin strips (1" x 9")
- Materials to make mementos

Teaching/Learning Activities

TEACHER'S ROLE

Pair students to assure a good match for writing affirmations. Facilitate class discussion.

ACTIVITY/EXPERIENCE

1. Pair students to make "Friendship Boxes" for one another.
2. Have students find a relevant biblical citation on their own or find the one most meaningful to them by investigating the list below:

   Ex. 33:11
   Job 16:20
   Ps. 38:11
   Prov. 17:17; 19:4; 27:14
   Mic. 7:5
   Matt. 11:19
   Ps. 55:13
   Luke 5:20
   John 3:29; 15:13; 15:14
3. Have students copy their favorite quotation onto a strip of construction paper.
4. Have each student interview their partner to gain knowledge of that person's values, needs, feelings and dreams.
5. Then, have students write affirmations on the rest of the construction paper strips to put into the "Friendship Box."
6. Have each student make a homemade memento for their partner, one which represents their friendship in some way, and wrap the package in gift wrap.

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PROCESSING THE EXPERIENCE

Content Questions:

1. Describe each kind of friendship: acquaintances, classmates, co-workers, associates, best friends, good friends.
2. What are the similarities and differences of each?
3. What messages about friendship does our culture give us?
4. How does this compare to the message of the gospel? Of community? Of family?
5. Discuss: "Jesus told us to love everyone. Therefore, I can demand you to be my friend."

Personalization Questions:

1. What relationships are permanent in your life?
2. What effects do your peers have on your life?
3. How does the message our culture gives about friendship compare with what you think?

CLOSURE

Exchange "Friendship Boxes" and share with others in the class. Journal on the "Personalization Questions."

Possible Extension Activity

Incorporate the "Closure" of this lesson into a paraliturgy or liturgy centered on friendship.

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Lesson
6

Friendship

Lesson 6

Topic
Friendship

Student Objectives
The students will:

57. Explore the importance of associating with people who have good values
60. Identify the ingredients necessary to build a good relationship (honesty, responsibility, etc.)
62. Understand that love relationships need not be physically sexual

Lesson Overview
Following a discussion about friendship and relationships, students write a recipe for friendship.

Suggested Materials
- Quotations about friendship (Attachment K)
- Blank recipe cards (one per student)

Teaching/Learning Activities

TEACHER'S ROLE
Facilitate a class discussion on friendship and relationships.

ACTIVITY/EXPERIENCE
1. Discuss with students a variety of definitions and descriptions of friendship (use Attachment K, "Friendship").
2. Ask students to provide their own definitions.
3. Make a list of qualities or ingredients for a friendship.
4. Distribute the blank recipe cards.
5. Allow time for students to create their own recipe for friendship, itemizing their own thoughts and priorities regarding friendship.

PROCESSING THE EXPERIENCE
Content Questions:
1. What kinds of friendship are there?
2. Why is it important to have friends who have good values?
3. How can someone you choose as a friend influence you?
4. What factors are needed to make a good friendship?
5. What kind of physical relationship is appropriate in friendship?
6. What kinds of relationships are acceptable in our society? In our beliefs? In our community?

Personalization Questions:
1. What qualities do you look for in a friend?
2. How can you tell that your relationships with your friends are healthy ones?

CLOSURE
Use the student-created recipe cards to make a bulletin board entitled, "Recipes for a Great Friendship."

Possible Extension Activity
Students could explore friendship relationships in a variety of literature. For example: *Romeo and Juliet* by William Shakespeare; *Belonging: A Novel* by Deborah Kent; or *A Nice Italian Girl* by Elizabeth Christman.

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Attachment K - Lesson 6 (Level E, Part 2)

FRIENDSHIP

This is my commandment: love one another as I have loved you. There is no greater love than this: to lay down one's life for one's friends. You are my friends if you do what I command you.

Jn 15:12-14

There is no greater bane to friendship than adulation, fawning and flattery.

Marcus Tullius Cicero, 106-143 B.C.

Fame is the scentless sunflower, with gaudy crown of gold;
But friendship is the breathing rose, with sweets in every fold.

Oliver Wendell Holmes, 1809-1894, *No Time Like the Old Times*

Laughter is not at all a bad beginning for a friendship, and it is far the best ending for one.

Oscar Fingal O'Flahertie, 1856-1900

One friend in a lifetime is much; two are many; three are hardly possible. Friendship needs a certain parallelism of life, a community of thought, a rivalry of aim.

Henry Brooke Adams, 1838-1918

We cannot tell the precise moment when friendship is formed. As in filling a vessel drop by drop, there is at last a drop which makes it run over; so in a series of kindnesses there is at last one which makes the heart run over.

James Boswell, 1740-1795, *Life of Dr. Johnson*, V. 2

Madam, I have been searching for a person who disliked gravy all my life, let us swear eternal friendship.

Sydney Smith, 1771-1845, *Lady Hollands' Memoir*, Ch. 9

Lesson 7

Topic

Family

Student Objectives

The students will:

84. Support peers when problems result from different family lifestyles
85. Appreciate the efforts of parents and guardians who are trying to maintain the relationship with the child in the new family situation
86. Describe how one's model of parenting may be influenced by one's own experiences
87. Recognize that certain people will choose to make their family in a religious community or as an ordained minister

Lesson Overview

Students discuss the importance of choices in a family setting. They affirm that a family has the right to make choices for itself. They recognize that as a family grows and changes, family and individual choices sometimes conflict.

Basic Information

It's important to recognize that families make choices that we sometimes can't support, but the right to make that choice is legitimate. One's own family experiences, values, knowledge and peers influence a person's attitude about what others choose to do. Adults and young people often experience conflict in determining the boundaries between family and individual choice, authority and values.

Teachers deal with the outcome of family choice in a number of everyday circumstances. Many of us have experienced "I couldn't do my homework because my family had to go out to dinner to celebrate Aunt Fifi's birthday." Those kinds of choices and more serious ones are often conflicts that teachers experience when dealing with their students' families. In this lesson, it will be important to recognize family and individual choices and a person's right to make those choices.

Vocabulary

New family situation—newly created families, such as step-relationships of siblings and parents, relationships with extended family from old relationships, etc.

Lifestyle—the choices a person makes about the way she or he lives which, over time, forms a pattern

Model of parenting—the way a previous generation demonstrated parenting skills or lack of them, giving children a picture of the way parenting is done

Influence—the power of persons or things to affect others

Suggested Materials

- "Family Values Discussion Starters" (Handout #32)

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to examine individual and family choices.

ACTIVITY/EXPERIENCE

1. Ask students, "Have you ever had an experience like this one? You want to invite a friend to go with you somewhere, but that friend's family won't let them go because 'our family doesn't do that kind of thing.' And you can't understand why not?"
2. Allow response and summarize, "That's a good example of lifestyles in conflict."
3. Discuss with the students examples they've encountered of a conflict in values between families. Guide the discussion so as to avoid making judgments about family choices. In fact, ask students to recognize the many areas in which family choice is preferable and in what areas teenagers experience conflict because of peer pressure.
4. Divide the class into small groups of two or three to participate in a discussion using "Family Values" (Handout #32). Have a recorder and a spokesperson appointed to report back to the

whole class the outcome of each discussion.

5. After the reports, use the questions below.

PROCESSING THE EXPERIENCE

Content Questions:

1. What does the term "lifestyle" mean?
2. What is the role of a parent in the family? What are other roles in families?
3. How does a person "model" parenting? What are some positive forms of modeling? negative forms?
4. What influence do parents have on their children's lives?
5. How do parents try to maintain relationships with children as the family changes?
6. How can people support their friends when lifestyles differ?
7. What changes occur in families over a period of time?
8. What changes occur in families undergoing stress or a change in family members?
9. How do families differ?
10. Describe families where the members are relatives, and families where the members are not related.

Personalization Questions:

1. What is your family experience?
2. How have your parents or guardians influenced you?
3. What values have been passed on to you from your parents and grandparents?
4. Have you ever had a friend whose family lifestyle differed from yours? What were the differences? What were the similarities?
5. How can you support your friends when their family experiences stress or change?
6. Where can you go when you need support because of family stress or change?
7. What are some "family" groups you might choose to belong to whose members are not related?
8. What values are chosen by those groups?

CLOSURE

Reflect on your present role in your family—what do you like about it and what would you change?

Possible Extension Activity

Students could interview family members to expand on their research into family choice.

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Handout #32 - Lesson 7 (Level E, Part 2)

FAMILY VALUES DISCUSSION STARTERS

1. Your family doesn't allow you to baby-sit because your parents work at night.
   - What conflicts might come up?
   - What choices have been made?
   - Can you tell the reasons for the choices? If so, what are they?
   - How can you support a friend who has this experience?
2. Your family doesn't allow you to stay overnight anytime. Your class is planning an overnight to raise funds for the hungry people in your community.
   - What are the conflicts?
   - What choices have been made?
   - Can you tell the reasons for the choices? If so, what are they?
   - How can you support a friend who has this experience?
3. You have a friend who has some interests you don't share. This person is always asking you to do the things you don't enjoy. Your parents or guardians encourage you to be friendly because your friend's parent is your parent's employer.
   - What are the conflicts?
   - What choices have been made?
   - Can you tell the reasons for the choices? If so, what are they?
   - How can you support a friend who has this experience?
4. Your family loves to go camping together. You've always had a great time until this year, when you'd rather go to a camp with your friends. But, your parents insist that you accompany the family.
   - What are the conflicts?
   - What choices have been made?
   - Can you tell the reasons for the choices? If so, what are they?
   - How can you support a friend who has this experience?
5. Your best friend's family is changing because the parents are divorced and your friend's mother is marrying another man. Your friend does not like this person whom he or she regards as trying to take over the family.
   - What are the conflicts?
   - What choices have been made?
   - Can you tell the reasons for the choices? If so, what are they?
   - How can you support a friend who has this experience?
6. Your friend's older sibling is moving away to join a religious order. Your friend is afraid that they will not have the same relationship again.
   - What are the conflicts?
   - What choices have been made?
   - Can you tell the reasons for the choices? If so, what are they?
   - How can you support a friend who has this experience?

Be sure to have the recorder write down the conflicts discussed by your group.

Lesson 8

Topic

Family

Student Objectives

The students will:

89. Seek and value the advice of parents
90. Participate in the creation of family rules

Lesson Overview

Students formulate an imaginary "Family Constitution," which spells out the rights and responsibilities of the family members and offers a sense of security to those who participate in family life.

Basic Information

Some families function within a loose structure, while some have a more formal arrangement of rules and boundaries.

Vocabulary

Constitution—the established law or custom or the formulation of such laws or customs

Suggested Materials

- Poster paper for each student
- Coloring agents
- Copy of the United States Constitution and the Ten Commandments
- Bibles (optional)

Teaching/Learning Activities

TEACHER'S ROLE

Provide some background information on the responsibilities of family members, parents and children, The United States Constitution, the Bill of Rights and the Ten Commandments.

ACTIVITY/EXPERIENCE

1. Tell the class, "Many organizations and institutions have rules. Can you think of some rules which families might adopt?" Allow response.
2. Discuss with students the roles of family members. Include information about parental responsibilities to provide food, shelter, clothing and safety for their children and a child's role to respect and communicate with parents.
3. Discuss the effect of society's norms and mores on family rules.
4. Briefly review the formation of the United States Constitution and Bill of Rights. Have students analyze it and the Ten Commandments for applications which might be appropriate to the creation of a "Family Constitution."
5. Have students design a "Family Constitution." Ask them to be sure to include a clear statement about the rights and responsibilities of each of the family members.

PROCESSING THE EXPERIENCE

Content Questions:

1. What are the laws and rules of a nation called?
2. What are the laws or rules Moses received from God called?
3. How can the message of the gospel be applied to families?
4. What are the kinds of rules families make?
5. What are the purposes of those rules?

Personalization Questions:

1. What are the rules in your family?
2. Are they written down or does everyone just know them?
3. How were the rules in your family created?
4. How can you apply the message of the gospel to your family rules?

CLOSURE

Design a poster that itemizes the "Family Constitution" that you have created.

(Display these in the classroom.)

Possible Extension Activities

1. Students could take the "Family Constitution" idea home and each family could design its own.
2. Find biblical citations to use as effective family rules.

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Lessons 9-12

Topic
Christian Sexuality

Student Objectives
The students will:

Lesson 9
284. Appreciate the human body as part of God's creation
291. Demonstrate respect for their own bodies and those of others
306. Discuss the various functions of the body

Lesson 10
292. Demonstrate that one has respect for life
307. Learn about the act of reproduction in humans
308. Describe how physical differences between man and woman are complementary in sexual intercourse
309. Relate personal understanding to church's teaching about life and procreation

Lesson 11
299. Appreciate the need to express openly and honestly questions relating to their developing sexuality
311. Learn how to deal with psychosexual changes, such as masturbation, wet dreams, sexual impulses, etc., without guilt

Lesson 12
296. Perceive chastity as a positive virtue, aiding personal and interpersonal growth
312. Examine some of the issues involved in premarital sexual activity
314. Learn that natural family planning is a church-approved way of practicing birth control

Suggested Materials
Teaching materials for these lessons are to be chosen by the local school, since guidelines differ from diocese to diocese.

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Lessons 13-15

Topic
HIV/AIDS

Student Objectives
The students will:

Lesson 13
350. Realize that every person has the right to care, comfort and consolation when living or dying with AIDS
351. Recognize the responsibility of the living to care respectfully for the remains of the dead

Lesson 14
347. Explain the potential stages of HIV infection
348. Identify the signs and symptoms of HIV infection

Lesson 15
326. Clarify that the AIDS virus—though communicable—is not caught through students' everyday activities or casual contact
331. Understand and appreciate the importance of loving unselfishly and responsibly
333. Articulate the morality of drug abuse and the risks involved in any use of unsterilized needles
338. Understand and appreciate that sexual activity and sexual intercourse have meaning and purpose only within a marriage commitment
339. Define homosexuality and related church teaching
340. Identify four ways the AIDS virus (HIV) is transmitted and prevented
352. Explain the morality and risk of HIV infection involved in sexual intercourse outside of faithful marriage
353. Explain the morality and unadvertised risk of AIDS involved in using condoms
354. Explain the remote risk involved in transfusion with infected blood or blood products
355. Explain the risk to the unborn child of an infected mother

Suggested Materials
All of the materials for these three lessons can be found in *AIDS: A Catholic Educational Approach to HIV*, published by NCEA, 1992.

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Lesson 16

Topic

Moral Decision-Making

Student Objectives

The students will:

98. Explain the role of prayer/reflection in moral decision-making
100. Practice using the steps in making moral decisions
101. Verbalize values that affect their choices

Lesson Overview

By investigating a variety of local and national issues, students are empowered to identify the facts and opinions in each issue. They identify the basic problems and a way to approach moral decision-making.

Vocabulary

Moral decisions—conclusions arrived at on the basis of what one has come to believe as right or wrong

Suggested Materials

- Newspapers and magazines
- "Moral Decision-Making: Newspaper Situations" (Handout #33)
- "Steps For Making Moral Decisions" (Attachment L)

Teaching/Learning Activities

TEACHER'S ROLE

Provide the students with review information about the steps in moral decision-making and help them reflect on the differences between fact and opinion.

ACTIVITY/EXPERIENCE

1. Show your students a copy of the editorial page from the local newspaper. Read aloud an editorial which deals with an issue that requires the use of moral decision-making abilities. Ask the students to identify the values involved in making a judgment about an issue.
2. Review with the students the process used in making moral decisions (Attachment L).
3. Have students find several articles from newspapers and news magazines which could be used for analysis of the moral decision-making process. Have students identify as clearly as possible the issue, making their own headline for the article. Following that, have students identify the facts presented in the editorial and separate them from the opinion statements. (Use Handout #33, "Moral Decision-Making: Newspaper Situations.") Ask students if the article appears to have been based on moral values.
4. After researching several articles in such a manner, have students list issues in a teenager's life which would involve moral decision-making. Have each small group create a scenario around one of the issues. Exchange scenarios among the small groups and have each group analyze the one they receive for fact and opinion. Then, have the group use the steps for moral decision-making (Attachment L) to reach a solution. Have small groups share their responses with the large group. Give the group which wrote the scenario the first chance to respond.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is a moral decision?
2. What is the process for making moral decisions?
3. Do values play a role in moral decision-making?
4. Does prayer? How?

Personalization Questions:

1. What moral decisions have you made?
2. How did you decide?
3. What values affected your choice?
4. When you pray about a moral decision, what kind of answer do you get?

5. How do you know when your prayer has been answered?

CLOSURE

Pray for the courage and wisdom to make good moral decisions.

Possible Extension Activity

Have students prepare a two-minute editorial for television on an issue of local or national importance, which could be presented to different classes.

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MORAL DECISION-MAKING: NEWSPAPER SITUATIONS

Choose several editorials. Identify the main issue, then separate the facts from the opinions in each one.

#1 ISSUE: ______________________________

Facts: Opinions:

#2 ISSUE: ______________________________

Facts: Opinions:

#3 ISSUE: ______________________________

Facts: Opinions:

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Attachment L - Lesson 16 (Level E, Part 2)

STEPS FOR MAKING MORAL DECISIONS

DO NOT BLAME

First of all, it will help me to understand that blaming someone for the problem will not solve it. If I really want to solve the problem, I will need to put my energy into working out a solution, not into blaming myself or someone else.

1. DEFINE THE PROBLEM

Next, it will probably help me to ask myself two questions and then to answer them:

- What exactly is the problem?
- Whose problem is it?

If it's not my problem, perhaps the best thing to do would be to let the person (or people) whose problem it is solve it themselves or ask them:

- How can I help you?

2. FIND INFORMATION

If it's my problem and I know what it is, I might decide to ask someone for their help. Maybe I'll need to talk it over with someone for their help. Maybe I'll need to talk it over with someone who will listen to me. Maybe I'll need to pray about it.

3. IDENTIFY ALTERNATIVES

Now, to solve the problem, I'm going to ask myself: What are some things I could do about this?

4. IDENTIFY CONSEQUENCES

Next, I'll need to ask myself, for each idea that I came up with:

- What will happen to me and to the other people who will be affected if I try that one?
- Would this be a Christ-like thing to do? (Honest, respectful, caring, just, peaceful, responsible, courageous.)

5. MAKE A PLAN

Finally, I will need to pray and make a decision. If it is a responsible one, it will be the solution that will not harm anyone—me or anybody else, unless it can't be helped for some reason. (Sometimes the best decision is to endure a little pain now instead of a whole lot later on, like deciding to have a cavity in a tooth filled now, instead of pulling the tooth later.)

6. MAKE THE DECISION

If I follow through in a responsible way, I will make the decision and stick to it. If the decision doesn't work or causes more problems, I'll start all over again to solve those. Another thing—I'll try not to blame anybody else for those problems.

Lesson 17

Topic

Moral Decision-Making

Student Objectives

The students will:

97. Describe how one's knowledge of God and church teachings helps us to make good decisions
104. Explore the need to recognize and own one's choices in order to be a responsible Christian
105. Explain the role of conscience formation in making moral decisions
109. Discuss the need for courage and fortitude in making moral decisions

Lesson Overview

Students use small group dynamics to formulate the answers to moral dilemmas.

Vocabulary

Conscience—the knowledge or feeling of right or wrong, with the compulsion to do right

Conscience formation—an on-going process that relies on intellectual development, life experience and faith awareness

Courage—standing up for what one believes; brave, fearless

Fortitude—firm courage; patient endurance of trouble or pain

Suggested Materials

- "Conscience Formation" (Handout #34)
- "Decisions, Decisions!" (Handout #35)

Teaching/Learning Activities

TEACHER'S ROLE

Present information on conscience and conscience formation. Provide a series of moral dilemmas for students to discuss in small, cooperative groups.

ACTIVITY/EXPERIENCE

1. Ask the class, "Do you ever have trouble deciding how to act in a difficult circumstance?" Explain, "Many people do and find it helpful to prepare for those kinds of experiences before they happen."
2. Present the following information in your own words:

"Each person has an inner awareness of the purpose for which God created humans. This awareness, however, needs to be developed and it is the responsibility of each individual to develop it for ourselves. This is called conscience formation. The ability to be cognitively aware develops as the person grows. It develops not only in amount (quantitatively), but also in kind (qualitatively). As cognitive awareness grows, so does moral responsibility. For example, we do not hold a six-year-old accountable for a destructive act to the same degree that we hold a 12-year-old. As we grow in cognitive awareness, we become more aware of our inner awareness of the purpose for which God created us. This is also shaped by one's life experience.

"Life experience may lead to an erroneous perception or provide the basis for a correct understanding. This is the central factor in conscience formation. The basic capacity to make judgments concerning moral desirability formation remains unchanged, but may be enhanced or damaged through significant or persistent life experiences. For example, a small child first becomes aware of the moral principle that it is good to help others, but a child raised in a family and environment which are prejudiced against a particular race will feel no obligation to apply the above moral principle in relating to the victims of the prejudice. The formation of conscience, therefore, is significantly affected by the quality of the person's life experience. The most critical life experiences are derived from personal relationships with significant others, including our relationship with God. To a lesser degree, they are also derived from overall social and cultural milieu and the physical environment in which we live. Since life experiences are ongoing, we can say that conscience formation continues throughout life. Thus, the conscience formed in part by one poor life experience can be better formed by later life experiences.

"God relates to all persons in the depths of our being, is part of our ongoing life experience and is thus involved in the ongoing formation of our consciences. However, on this level, we can only affirm the relationship as a reality. We cannot scientifically prove it, fully understand it or in any way program it. Thus, it cannot be integrated into any formulation of guidelines for moral education, except through acknowledgment of the reality.

"However, on another level, that of historical revelation, we are dealing with a more tangible reality. God's ongoing relationship with humanity as recorded in scripture, as incarnated in the person of Jesus and as continued today through the Spirit's influence upon Jesus' church, is observable through faith. By faith, we can have a direct personal relationship with God as He reveals Himself to us. Therefore, faith or its lack and the development of faith play an integral role in the formation of conscience."

3. Summarize the above information by distributing "Conscience Formation" (Handout #34) and reviewing its content with the students.
4. Then continue, "Because we have formed consciences, we can make moral choices."
5. Distribute "Decisions, Decisions!" (Handout #35). In small groups, have students discuss and make a decision about what they might do in each given situation. Have a large group discussion of the solutions offered, analyzing each as to the morals involved.

PROCESSING THE EXPERIENCE

Content Questions:

1. When a Christian makes decisions, what factors are involved?
2. What guidance does a Christian need in making decisions?
3. How does a person's conscience affect decisions they make?
4. What is fortitude? Courage?
5. What examples of courage and fortitude in decision-making do you see around you? In your family? In church leaders? In community leaders? In national leaders? In your friends?

Personalization Questions:

1. What choices have you made in your life that affect your decision-making?
2. What are the issues about which you are making choices?
3. Do you see yourself using a process to make moral decisions? Why or why not?
4. What is your decision-making style?
5. How do you continue to form your conscience?
6. Who is responsible for the choices you make? Who lives with the consequences of these choices?

CLOSURE

Review again the content of "Conscience Formation" (Handout #34).

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Handout #34 - Lesson 17 (Level E, Part 2)

CONSCIENCE FORMATION

Conscience Formation:

An on-going process which relies on intellectual development, life experience and faith awareness.

Basic Principles of Conscience Formation:

1. Conscience formation is affected by one's life experiences.
2. Conscience formation is a life-long process.
3. Personal relationships are the most influential life experiences in terms of conscience formation.
4. One's relationship with God must be included in any listing of personal relationships.

Handout #35- Lesson 17 (Level E, Part 2)

DECISIONS, DECISIONS!

Your group will discuss each of the following moral dilemmas thoroughly. Appoint a recorder to keep track of your decisions and reasons. When reporting back to the class, each person in the group presents some of the group's findings.

A. It's record cold temperature outside, and you are on your way to school. Your mother bought you furry snow boots, of which all your friends make fun. They're ugly, but they're warm. What do you do? Why?

B. A few of your friends make fun of the shortest boy in the class. He's awkward and shy. When you're alone with him, you're nice to him. When you're with your friends, what do you do? Why?

C. Your friends have a competition going on to see how often they can get past the bus driver without paying. When you're with them, what do you do? Why?

D. Your friend has done some shoplifting. She stole some jeans, but she feels bad about it. She promises you she will never do it again. She's afraid she will be caught if anyone sees the jeans, so she asks you to hide them for her. What do you do? Why?

E. Three of your friends have managed to get a hold of the answers to Monday's exam. Sunday evening they call, offering to share the answers with you. What do you do? Why?

F. You have strong religious beliefs and go to Mass on Sundays. You are invited to stay overnight with a friend whose family does not regularly go to church. The invitation is for all day Saturday until late Sunday evening. What do you do? Why?

G. Every single Friday evening you meet your friends at the movie theater. One Friday, you're about to suggest going bowling, since you're tired of doing the same thing all the time. But, just before you're able to say anything, one of your friends happens to mention that only "lunkheads" go bowling. What do you do? Why?

H. It's Halloween and Mrs. Green hasn't left anything for the trick-or-treaters. Your friends want to play a trick by spraying the doors and her car with shaving cream and eggs. You're with your friends as they discuss this choice. What do you do? Why?

I. Your father and mother make a big fuss over you because you are an excellent soccer player. They come to every game. You're rather bored with the team and you're considering dropping it for something you prefer, but you know they will be upset and maybe even angry. What do you do? Why?

J. At Christmas time, everyone in your family exchanges names. You pick someone in your family you don't want, so you "accidentally" lose the name and don't have a gift for that person when the time comes. It is Christmas Eve and the family is opening presents. What do you do? Why?

Lesson 18

Topic

Moral Decision-Making

Student Objectives

The students will:

111. Outline how moral development is based on a hierarchy of motivation
112. Discuss the relationship between law and morality (civil disobedience, legal but immoral actions)

Lesson Overview

Students use an outline of "Kohlberg's Stages of Moral Development," read incident reports and apply what they've learned about those stages to the reports.

Vocabulary

Morality—ethics, virtue; in tune with one's principles

Moral development—capable of distinguishing between right and wrong

Immoral—not in conformity with accepted principles of right and wrong

Civil disobedience—refusal to obey the law, often to make a point about morality or justice

Suggested Materials

- "Kohlberg's Stages of Moral Development" (Handout #36)
- "Moral Development Case Studies" (Handout #37)
- "Answer Key to Moral Development Case Studies" (Attachment M)

Teaching/Learning Activities

TEACHER'S ROLE

Assist students to understand moral development and help them distinguish between law and morality.

ACTIVITY/EXPERIENCE

1. Distribute and discuss "Kohlberg's Stages of Moral Development" (Handout #36).
2. Use the first situation from "Moral Development Case Studies" (Handout #37) to walk through an analysis.
3. Ask students in small groups to discuss the rest of the situations. (Possible answers are given on Attachment M.)

PROCESSING THE EXPERIENCE

Content Questions:

1. How does making a moral decision reflect a person's place in a hierarchy of motivation?
2. Does a person always make decisions from the same place on the hierarchy? Why or why not?
3. What factors could influence a person to keep the law? To break it?
4. Are there unjust laws? If so, give an example.

Personalization Questions:

1. Would you break a law if it were unjust? Why or why not?
2. How are you forming your conscience so that you can make a quality moral decision when you need to?

CLOSURE

Quietly reflect on the question: "How far have I grown in moral development?"

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KOHLBERG'S STAGES OF MORAL DEVELOPMENT

STAGE 1: PUNISHMENT AND OBEDIENCE

Egocentric concern about self, the child wants to be "good" to avoid punishment. The fear of punishment for one's deeds is important and obedience comes from power and the fear of punishment. Moral codes, rules are set by others for the child.

STAGE 2: YOU SCRATCH MY BACK, I'LL SCRATCH YOURS

What others can do for you is central to this stage. There is an economy of favors, exchanging what I can do for you and what you can do for me. There is no concern for the benefit of others outside of one's own benefit.

STAGE 3: GOOD BOY OR NICE GIRL

The opinion of others is especially important, particularly those of family and friends. Conformity to the standards of society and the desire to be a "good" child is what causes the child to live up to expectations.

STAGE 4: LAW AND ORDER

The law and order aspects of keeping chaos from invading society is important at this level. Maintenance of the basic structure and preservation of society is a focal point.

STAGE 5: SOCIAL CONTRACT AND AGREEMENT

The rights and prerogatives of the individual are of utmost importance. Laws should be formulated which serve the needs of the individual and should be changed if they don't.

STAGE 6: CONSCIENCE OR PRINCIPLE ORIENTATION

Of highest concern is the good of society and sublimation of one's own desires for the good of all.

MORAL DEVELOPMENT CASE STUDIES

Read the case studies below and write the number of the stage of moral development for each one.

Stage 1 - Punishment and Obedience

Stage 2 - You Scratch My Back and I'll Scratch Yours

Stage 3 - Good Boy or Nice Girl

Stage 4 Law and Order

Stage 5 - Social Contract and Agreement

Stage 6 - Conscience or Principle Orientation

1. Even though he doesn't accept his group's attitudes towards drugs, Jim allows himself to be persuaded to try LSD because he relies on their friendship and does not want to disappoint them. Being a willing participant would show them that he likes them.
2. Max likes the sense of power he feels when he revs up the engine of his parents' car. It is exciting to go 80 m.p.h. He knows that he can handle the car well, but he avoids racing in the school zone near his house because it is patrolled by the police frequently.
3. Manuel knows that his boss is particularly susceptible to flattery. Manuel wants very badly to get ahead in his job. He decides to campaign to build the boss's ego. He plans to agree with his ideas, compliment his good looks and good taste in clothes, copy his mannerisms, etc., even though he doesn't always feel that way. In this way he is likely to influence the boss's decisions about salary increases and promotions in the company.
4. Breakfast scene: The daughter observes her mother talking on the phone to an elderly lady who calls daily to talk about her illnesses. It is apparent that the mother is impatient, but is kind and sympathetic. When the phone conversation ends, the daughter jeers her, saying, "Why don't you tell the old biddy what a pest she is! It's hypocritical not to tell it like it is. It's wrong to lie. Your honor is involved." (Classify the daughter's stage.)
5. Danica feels anxious and fatigued after taking two final exams. She's not prepared for the last exam. She looks at the test copy and draws a blank. Panic rises inside her. She is worried that she will do poorly and will probably not get the top mark she expects. She wonders, "Why not make use of the notes I've taken in class?" Then she thinks, "If the other students become aware that I'm cheating, I'll lose face. I need their respect and trust."
6. Competition for grades is fierce in Kathie's class. Kathie resents her friend's seemingly easy success and rapport with the teacher. She decides to make subtle insinuating remarks about her friend's attitude toward the class to the teacher. This would put her friend out of the running.

ANSWER KEY TO MORAL DEVELOPMENT CASE STUDIES

1. Level 3—Doing something to please and gain the approval of the group.
2. Level 1—Obeys traffic laws to avoid punishment.
3. Level 2—Manipulation of another to get an award.
4. Level 2—Doing what is best for oneself, without regard for others.
5. Level 3—Avoidance of cheating to gain group approval.
6. Level 2—Conniving against another to gain group approval.

Lesson 19

Topic

Moral Decision-Making

Student Objectives

The students will:

113. Identify basic moral principles
114. Apply moral principles to given situations (cheating, etc.)
115. Practice making group and individual decisions in situations which have long-range consequences
116. Apply moral principles to global issues

Lesson Overview

Current newspapers contain an incredible amount of information about political and moral dilemmas faced by students and their families. Students use newspapers to find examples of current dilemmas, also collecting opinion statements from the editorial pages to add to their collection of data. Groups of students examine the issues each student has selected, practice application of moral principles and making decisions about the variety of issues collected.

Vocabulary

Basic moral principles—commonly accepted ideas about right and wrong, such as honesty, respecting life, fairness, etc.

Suggested Materials

- Newspapers for each student
- Scissors, glue
- "Scrapbook" made from loose-leaf notebook paper and a construction paper cover

Teaching/Learning Activities

TEACHER'S ROLE

Collect in advance newspapers which students can use during this lesson. The editorial and front pages of the newspaper should provide students with material for their collection of articles.

ACTIVITY/EXPERIENCE

1. Select an editorial article to read aloud to students. Identify, using group discussion:
   - the main points of the article
   - the moral dilemma
   - the opinion expressed by the writer
2. Formulate the dilemma into a question, such as, "Should the city of Seattle use city tax dollars to provide high school students with information about open adoption?"
3. Instruct the students to collect for themselves a set of newspaper articles and editorials into a "scrapbook." You may want to assign this as preparatory homework or establish a minimum number of articles to be collected. Have students identify in a question the basic issue identified in the article and write a paragraph about the view expressed in the article and a paragraph that expresses their personal point of view.
4. After they have made this "scrapbook," have students share the collection with a small group of students. Then have the small group select an issue to present to the class in the form of an oral report, which fulfills these criteria:
   - Identify the moral issue in the form of a question.
   - Present both sides of the issue.
   - Identify the moral principles that each side represents.
   - Make a collaborative statement that represents the group.
5. Have the students make their oral presentations, reporting back to the whole class the results of their small group work.
6. Have students identify three situations in a teen's life that involve moral issues. Have each small group choose one issue, using the steps above to analyze it. Have several small groups share with the class.

PROCESSING THE EXPERIENCE

Content Questions:

1. What are moral principles?
2. What moral principles are apparent in our community, city, nation?
3. How do our national documents reflect the basic moral principles of our society?
4. How do people make moral decisions?
5. What are some basic moral principles our faith community identifies?
6. How does the principles a person believes affect the decisions she or he makes?
7. What issues have long-range consequences?

Personalization Questions.

1. What moral issues have you come to a decision about?
2. How do you make those decisions?
3. What is the role of family and peer influence on your decisions?
4. Are there moral issues in which you have had to compromise your values? If so, what were they?
5. How are your values compromised?
6. What will you do if you are put in the position of having to change your value system, based on outside influences?
7. Why would you change your values?
8. What decisions have you made that have long-range consequences?

CLOSURE

Reflect on one of the issues important to you and discuss (or tell, or write) what you might do about it.

Possible Extension Activity

Students could write editorials of their own or present a debate about an issue.

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Lesson 20

Topic

Self-Safety

Student Objectives

The students will:

146. Define physical abuse and how they can deal with it
152. Describe sexual abuse and learn ways to deal with it

Lesson Overview

Students study situations and determine if they are examples of abuse. They then brainstorm options and role-play them.

Basic Information

It is unfortunately clear that students need to be prepared to deal with physical and/or sexual abuse at the hands of a family member or friend. In many states, any abuse reported to a child's teacher must be reported to the proper state agency. Be certain to check with the building administrator so that it is clear how to deal with reports. Children who are empowered to make and act on choices in their lives and who have well-developed self-esteem are generally capable of dealing with a crisis. That victims of child abuse have difficulty identifying themselves as victims or are prevented from making appropriate choices are the insidious factors of these issues.

Vocabulary

Physical abuse—being abused through physical force; unkind, cruel or unfair treatment that physically harms an individual

Sexual abuse—being abused through inappropriate sexual contact

Strategy—a plan of action

Suggested Materials

- "Situation Report" (Handout #38)
  From Part 1, Lesson 18:
- "Handling Threatening Situations" (Handout #14)
- "Some Ideas for Getting Out of Potential Abuse Situations" (Handout #15)
- "I Can Be Safe, I Can Do Something." (Handout #16)

Teaching/Learning Activities

TEACHER'S ROLE

Acquaint students with descriptions of physical and sexual abuse and help students learn what to do if they or a friend are in need of help.

ACTIVITY/EXPERIENCE

1. Ask, "Have you ever been in a situation where you didn't know exactly how to react?" Tell the class, "Today we will look at some situations which might be called abusive and decide what might be some options or actions a person involved may choose to take."
2. Review definitions of physical and sexual abuse.
3. Distribute Handouts #14-16 from Part I, Lesson 18 and review their content.
4. Divide students into small groups of three or four.
5. Distribute "Situation Report" (Handout #38), and have students complete it.
6. Have student groups share their solutions and record possible solutions on the chalkboard.

PROCESSING THE EXPERIENCE

Content Questions:

1. What constitutes physical abuse?
2. What is sexual abuse?
3. What interventions can people use to stop abuse?
4. How does a person in an abusive situation get out of it?
5. Who are good resource persons to tell about abuse?

Personalization Questions:

1. What would you do about abuse in your home?
2. How would you respond to a friend who has been abused?

3. Who would you choose to tell?
4. What if that person didn't listen?
5. How can you empower yourself so that you will not be a victim?

CLOSURE

In your small-group discussions, come to consensus about which solutions might be the most practical.

Possible Extension Activities

1. Invite a guest speaker from a child welfare agency, health care agency, parish staff, etc. to discuss these issues with your students.
2. Provide a service to an agency that deals with victims of abuse, e.g., collect clothes or diapers for a women's shelter.

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Handout #38 - Lesson 20 (Level E, Part 2)

SITUATION REPORT

1. Two girls, Hannah and Betty, are spending the afternoon together at a community center. They go to Hannah's house after school to change clothes before going to the center to go swimming. After the girls change in Hannah's room, Betty notices that the bedroom door is slightly ajar and she can see someone looking in. From the height of the person, she thinks it's Hannah's little brother, Roy.
    - What happened?
    - What should Betty do?
    - What should the girls do?
    - Is this an abusive situation?
    - Should it be reported to anyone? If so, to whom?
2. Jack and Jon are staying overnight at Ted's house. They are not looking forward to it because every time they visit Ted's house his older brother, George, tries to pick a fight. As it turns out, this time George is really angry and he punches Ted in the face, injuring his eye. Jack and Jon come to Ted's aid by yelling at George to stop and standing between the brothers. George stomps away, muttering, "Just wait 'till your little friends leave, Ted!" Ted yells at Jack and Jon, "Why did you do that? It'll just be worse when you leave!"
    - What will happen?
    - What should Jack and Jon do?
    - Is this an abusive situation?
    - Should it be reported to anyone? If so, to whom?
3. Charlotte has been so depressed lately. She cries easily, has nightmares and her grades are getting really bad. A few weeks ago, she came running over to your house, frightened because her older sister's boyfriend, Derek "said something rude to her and touched her." After a few moments she said, "Maybe I misunderstood" and went home. Now you're beginning to wonder.
    - What happened in this situation?
    - Was it abusive?
    - What will you do?
    - What should Charlotte do?
    - Should it be reported to anyone? If so, to whom?

Lesson 21

Topic

Self-Safety

Student Objectives

The students will:

143. Describe verbal abuse and distinguish it from correction
148. Define emotional abuse and name concrete courses of action to take if they experience it

Lesson Overview

Students devise ways of dealing with verbal and emotional abuse and neglect.

Basic Information

These abusive behaviors may be more difficult to deal with than physical and sexual abuse. People can be easily hurt by the way they are treated emotionally and by what others—particularly family members—say. Sometimes it is like putting a time-release capsule into a child's psyche. The effects may not be immediately apparent, but they will show up. Parents and teachers who model positive adult role models are those who can correct a child's behavior and not diminish the child.

Suspected neglect also one requires action by the teacher. Check with the building administrator regarding policy on handling incidents which are reported or apparent.

Vocabulary

Verbal abuse—mistreatment or abuse by words, used in a habitual fashion

Emotional abuse—abuse through emotional manipulation, wherein the victim's feelings and common sense are denied or forbidden

Neglect—not to attend to one's duties as a parent by not providing children with their basic needs and nurturing

Strategy—a plan of action

Suggested Materials

- "Discussion Guide" (Handout #39)

Teaching/Learning Activities

TEACHER'S ROLE

Acquaint student with descriptions of verbal and emotional abuse and help students learn ways to deal with it if it happens to them or to a friend.

ACTIVITY/EXPERIENCE

1. Ask, "What is the difference between neglecting one's children and poverty? What is the difference between emotional and verbal abuse and correcting a child's behavior?" Tell the class, "Today you have a chance to discuss and determine the best strategies for dealing with these issues."
2. Divide students into small groups for purposes of discussion and feedback.
3. Distribute "Discussion Guide" (Handout #39). Allow time for students to complete the discussion.
4. After small group discussion, have students pool their answers and share the results with the large group.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is verbal and emotional abuse?
2. What is neglect?
3. What responsibilities do parents have to provide for their children?
4. What are some strategies to deal with verbal and emotional abuse?
5. What are some strategies in dealing with neglect?
6. What is the role of prayer in coping with abuse and neglect?

Personalization Questions:

1. How would you deal with verbal and emotional abuse?
2. What would you do if a friend complained about being neglected?

CLOSURE

Prioritize those actions which might be most helpful for you.

Possible Extension Activities

1. Prepare a paraliturgy to pray for victims of abuse and neglect.
2. Investigate the use of abusive techniques during the Holocaust by the Nazis. Read Anne Frank's *Diary of a Young Girl* or Corrie ten Boom's *The Hiding Place.*

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Handout #39 - Lesson 21 (Level E, Part 2)

DISCUSSION GUIDE

In a small group of three or four students, discuss and respond to the following questions. On a rotating basis, have each group member record a response upon which your whole group has agreed.

1. What is the difference between neglect and poverty?

2. What is the difference between correcting a child and abuse?

3. Which of these strategies would be effective in dealing with true verbal and emotional abuse?

YES/NO WHY OR WHY NOT?

________ getting angry; yelling back

________ praying for a friend who is being victimized

________ telling another adult, like a priest, principal or teacher

________ running away

________ calling the police

Lesson 22

Topic
Self-Safety

Student Objectives
The students will:

145. Explain the importance of reporting abuse until they are believed (for self and others)
149. Describe strategies to get out of abusive, or potentially abusive, situations
150. Explain the consequences of false reporting of abuse
151. Understand that people who are abused often become abusive

Lesson Overview
Students discuss a variety of abusive situations from the perspective of getting help for the person being abused. Learning about intervention and the cycle of abuse will help them to become familiar with methods used to break that cycle.

Basic Information
The cycle of abuse is a generational one in which, due to isolation, poor parenting and parenting skills, a person treats a family member in an inappropriate way—physically, sexually, mentally or emotionally. Breaking that cycle can be difficult because the abuser is often unwilling to change or lacks the personal psychological or ethical skills necessary. The victim is often isolated, either physically, emotionally or socially and therefore, is unable to connect with caring individuals who can help them. The victims feel powerless, have low self-esteem and often need to be assisted to change their self-image with professional therapy.

The person to whom abuse is disclosed has a moral and professional obligation to get help for the victim. When the person to whom the abuse is disclosed is a young person, the ability to get help may be impaired because of the way our society devalues children's stories and experiences. It's important for young people to develop communication skills and feel comfortable in seeking help for themselves, their friends and peers. Teachers, medical professionals and counselors have a professional obligation to get help for and to protect children from further abuse by reporting such abuse to civil authorities and involving appropriate state or city agencies.

The cycle can be broken. Victims can escape abusive situations. Abusers can seek therapy and change their behavior, depending on the specific situation. And, families can begin to heal. Just as our church community ministers to persons with illness, so does it minister, support and love people who have been victimized by abuse.

When students report abuse to their teachers, counselors or principal, immediate action is required by those people so informed to protect the student from any further mistreatment. Make certain you know your building policy and state or city laws that may put reporting responsibilities on the educator.

Vocabulary
Cycle of abuse—the way in which abusive behavior and actions are transmitted from one generation to another and which, without intervention, will continue through other generations of parents and children

Abuse—any of several forms of mistreatment; the physical, sexual, emotional or mental mistreatment of another person

Consequences—the result of an action or situation

False reporting—misrepresentation or telling a lie when reporting about a situation to an authority

Intervention—breaking the cycle of abuse by reporting it, removing the abuser or victim from the family system and seeking therapy for both

Suggested Materials
- Bibles or copies of Psalms 34, 57, 62, 76:9-10
- "Scenarios" (Attachment N)

Teaching/Learning Activities

TEACHER'S ROLE

Give students information and options for reporting known abuse.

ACTIVITY/EXPERIENCE

1. Post the telephone numbers of local social service agencies and let students know your reporting policy, in order to help students who need to disclose the information to do so.
2. Read aloud each situation from Attachment N. Make a list of actions suggested by a class discussion, including the person responsible morally or professionally to obtain further help for each victim.

PROCESSING THE EXPERIENCE

Content Questions:

1. What are various forms of abuse?
2. What interventions can people use to stop abuse?
3. How does a person in an abusive situation get out of it?
4. Who are resource persons to tell about abuse?
5. What are the consequences of reporting abuse?
6. What are the consequences of false reporting of abuse?
7. Do you need to have seen abuse to report it?
8. What is the role of prayer and the church community in family abuse situations?

Personalization Questions:

1. What would you do about abuse in your home? In your friends' homes?
2. How would you respond to a friend who has been abused?
3. Whom would you tell about an abusive situation?
4. What if that person didn't listen?
5. How can you empower yourself so that you aren't victimized?

CLOSURE

Prayerfully reflect on one of the following Psalms—34, 57, 62, 76:9-10. As a class, pray for comfort and power for families who live with abuse.

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Attachment N - Lesson 22 (Level E, Part 2)

SCENARIOS

1. You are visiting your cousins who live out of town. Your brother indicates to you that your uncle gives him unwanted attention and has touched him inappropriately. You tell your mom, but she says that your brother misunderstood a friendly gesture.
    - What do you do then?
    - What if, after telling again, your mom gets mad at you and says, "Stop making things up! Your uncle would never do that!"
    - What if your brother tells you not to tell anyone, ever. He's afraid because your uncle said not to tell.
    - Should this be reported to anyone besides Mom? If so, to whom?
    - What actions should be taken?

2. While at school, your friend tells you that her step-father treats her roughly and you see bruises on her arms and legs. But, she has a smile on her face and quickly says, "Really, I'm kidding. I just fell a few days ago."
    - Would the situation change if your friend were the kind of person who was always seeking attention from others by exaggerating things that happen?
    - What if these things kept happening over weeks or months?
    - Should this be reported? If so, to whom?
    - What actions should be taken?

3. Your friend has a bad attitude toward the coach of your sports team. He says to you, "You know, that guy really bothers me. He's always saying weird things to me. Last week he invited me over to his house to see some movies. You know the kind!"
    - What would you do?
    - What if these things kept happening over weeks or months?
    - Should this be reported? If so, to whom?
    - What actions should be taken?

Lesson 23

Topic

Self-Direction and Responsibility

Student Objectives

The students will:

163. Accept responsibility for their part of a group project (accountability)
167. Discuss the value of using talents, abilities, interests for the benefit of self and others
168. Explain the importance of being of service to others without reward

Lesson Overview

This lesson could be looked upon as a long-term service project or a one-time experience. Students work with other students to provide a tutoring experience.

Basic Information

Students at this age can provide valuable service to other students in a Catholic school setting. Even if there isn't an economic or academic reward attached to the service performed, students often feel a sense of pride and accomplishment by having made a contribution. Seeing someone else profit from one's helping can be a reward in itself.

Vocabulary

Service—an act of helpful activity; help; aid

Extrinsic reward—a material, tangible pay-off for some work

Intrinsic reward—an intangible benefit, experience or feeling as a result of some work

Suggested Materials

- A variety of materials for tutors to use
- A simple activity to use when tutoring is over

Teaching/Learning Activities

TEACHER'S ROLE

Make arrangements with another colleague for one-on-one tutoring. If students already are doing this or something similar, create a different service project and plan it as a class.

ACTIVITY/EXPERIENCE

1. Ask, "What is service? Who benefits from it?"
2. Tell students they will be involved in a service project with younger students.
3. Pair students with those to be tutored.
4. Have each student arrange to meet with the one they are to tutor to discover some of his or her needs and what the older student might do to help.
5. Assign a time limit for the actual tutoring sessions. (The number of sessions and length of each session.)
6. Have students create an experience or project to work on with their assigned student for each session. They need to have:
   - a purpose
   - an opening
   - an activity/experience/way to help
   - a closing
   - an activity to use with the student if they finish early
7. Brainstorm a repertoire of ways to encourage those tutored.

PROCESSING THE EXPERIENCE

Content Questions:

1. What service can we perform for others in our community?
2. What behaviors will demonstrate responsibility?
3. Why is it important to serve others without expecting a reward?
4. Who are people who model this kind of service? In the parish? In our faith community? In our family? In our country? In the world?
5. What are extrinsic rewards? Intrinsic rewards?
6. What examples are there in the Bible that demonstrate Jesus' attitude toward service?
7. What did he teach us about using our gifts for self and others?

Personalization Questions:

1. How do you feel when you do service for others?
2. What are ways you see people your age serving others?
3. Why is service important to you?
4. What can you learn from others by serving them?

CLOSURE

Reflect on what each party gives and receives in a service situation and discuss it with the class.

(Long-term or short-term, the end of this project can be celebrated by acknowledging the intrinsic rewards of service.)

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Lesson 24

Topic

Self-Direction and Responsibility

Student Objectives

The students will:

164. Explore various career opportunities, current and future, including ministry in the church
169. Discuss the need for deriving satisfaction from work
170. Discuss the dignity of human beings and the inherent value of all work
171. Identify the relationship of achievable goals to self-knowledge and self-esteem

Lesson Overview

Some jobs need highly technical training, some do not. Students explore their understanding of the consequences of the choices people make about education.

Vocabulary

Ministry—the act of serving
Achievable goals—accomplishments which can be reasonably fulfilled
Self-knowledge—recognition of one's own qualities
Self-esteem—value of one's own qualities
Dignity—worthiness, honor
Inherent value—worth of something in and of itself

Suggested Materials

- "Value of Work" (Handout #40)

Teaching/Learning Activities

TEACHER'S ROLE

Help students understand that many people find great satisfaction in their work.

ACTIVITY/EXPERIENCE

1. Determine how many students have part-time jobs (e.g., baby-sitting, newspaper delivery, lawn mowing, etc.).
2. Make a list of reasons that they work. Money will no doubt head the list, but ask students to think about how that money enables them to make choices. Ask, "How do you choose to spend your money?"
3. Ask students about the role of service in work.
4. Talk about the dignity of work and the value of each person's work.
5. Distribute "Value of Work" (Handout #40) and have students complete it in pairs.
6. Facilitate a discussion about educational choices students make, such as music lessons, foreign languages, study habits, working during study time.
7. Then, discuss the inherent value of all kinds of work, using the "Content Questions" listed below.

PROCESSING THE EXPERIENCE

Content Questions:

1. What are benefits to working?
2. In addition to money, what does a person gain from working?
3. Is everyone happy in their work?
4. Should they be? Why or why not?
5. What jobs require intense training?
6. What are the costs of that training, in money and other factors?
7. Why are some jobs called professions?

Personalization Questions:

1. What do you expect your work experience to be?
2. What are your plans?
3. How will you go about making those plans come true?
4. What alternatives have you planned?
5. What should you do if you aren't yet sure of what you want to do with your life?

CLOSURE

Write an essay that outlines the benefits of several different kinds of jobs.

Or answer this question in essay form: "Why did Jesus choose to be a carpenter?"

Handout #40 - Lesson 24 (Level E, Part 2)

VALUE OF WORK

In addition to money, work provides people with other satisfaction. Next to each job think of the training needed for the job and the satisfaction a worker might receive from doing the work.

Worker	Training Needed	Task	Satisfaction Derived from Work
Dentist		Repairing a cavity	
Priest		Offering liturgy	
Fast food clerk		Serving a meal	
Fashion designer		Designing a new garment	
Principal		Observing a class	
Students		Planning a liturgy	
Gardener		Mowing a lawn	
Religious sisters		Living community	
Basketball player		Making a free throw	
You		Cleaning your room	

Lesson
25

Substance Abuse Awareness

Lesson 25

Topic

Substance Abuse Awareness

Student Objectives

The students will:

194. Identify that prolonged use of drugs will result in serious injury to their bodies and their offspring and can result in death
195. Identify appropriate support groups to use when they or a member of their family are/is involved in alcohol or drug abuse
203. Determine that the need a person has for an addictive substance leads to an increased need for it, with a variety of consequences

Lesson Overview

Students work in small groups to prepare a poster or commercial which emphasizes the risks of substance abuse and provides information about intervention and support.

Vocabulary

Substance abuse—the use of illegal drugs or the misuse of prescription medicines, over-the-counter medications or alcohol

Consequences—the effects of a particular action

Suggested Materials

- "Self-Help Groups" (Attachment O)
- "Sources of Information" (Attachment P)
- "Specific Drugs and Their Effects" (Attachment Q)
- "Substance Abuse Fact Sheet" (Handout #41)
- Encyclopedias and other reference material
- Poster paper and supplies

Teaching/Learning Activities

TEACHER'S ROLE

Compile a collection of resources for students to use in researching information about substance abuse. In addition to attachments and handouts with this unit, encyclopedias and other reference material, self-help groups, social service and governmental agencies are helpful providers of information for student use.

ACTIVITY/EXPERIENCE

1. Divide the class into small groups and distribute a copy of each of the Attachments (O, P, Q) to each group and a copy of Handout #41 to each student.
2. Have each group create a poster or a commercial that emphasizes the risks of substance abuse and provides information about intervention and support. The project should:
   - Select a particular area of substance abuse (for example, alcohol abuse, prescription drug abuse, hallucinogens, inhalants, narcotics, opiates, marijuana, hashish, stimulants, sedatives or nicotine)
   - Indicate kinds of drugs available
   - Give street names
   - Indicate medical use
   - Describe the usual way to administer the drug
   - Describe its effects—short-term and long-term
   - List support groups available and ways to reject drug use
   - Describe the possible consequences of long-term drug use (other than physical)
   - Include a pictorial display
3. Have students make their presentation to the class, explaining their poster or performing their commercial.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is substance abuse?
2. What are the different substances used by people to alter their minds or moods?
3. What influences our decisions to use or not use these substances?
4. What are some effects of prolonged drug use? Physically? Socially? Emotionally? Mentally? Spiritually?

5. What are appropriate support groups for people who are involved in drug use? For people whose families are involved in drug use?
6. What are the consequences for a person who is addicted and needs to procure drugs?

Personalization Questions:

1. What are the effects of substance abuse in your life? Direct? Indirect?
2. How are you vulnerable to substance abuse?
3. How do you cope with stress in your life?
4. Do you have a positive self-image?
5. What are ways you work on improving your self-esteem and the self-esteem of your friends and peers?

CLOSURE

Write down three ways to say "no" to drug use.

Possible Extension Activities

1. Display the class posters around the school or parish community.
2. Have students who made commercials repeat their performance for students in grades 5 and 6 and get feedback on relevance of information and persuasiveness not to use drugs.

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Attachment O - Lesson 25 (Level E, Part 2)

SELF-HELP GROUPS

National Groups:

ALCOHOLICS ANONYMOUS (212) 686-1100
Box 459, Grand Central Station
New York, NY 10163

ALATEEN (212) 683-1771
P0 Box 182, Madison Square Station
New York, NY 10159

AL-ANON FAMILY GROUP (212) 683-1771
P0 Box 182, Madison Square Station
New York, NY 10159

NATIONAL ASSOCIATION FOR CHILDREN
OF ALCOHOLICS (NACOA)
P0 Box 421691
San Francisco, CA 94142

NARCOTICS ANONYMOUS
16155 Wyandotte Street
Van Nuys, CA 91406

FAMILIES ANONYMOUS (818) 989-7841
P0 Box 528
Van Nuys, CA 91408

NAR-ANON FAMILY GROUPS (213) 547-5800
P0 Box 2562
Palos Verdes, CA 92704

PILL-ANON (718) 361-2169
P0 Box 120, Gracie Square Station
New York, NY 10028

DRUGS ANONYMOUS (212) 874-0700
P0 Box 473, Ansonia Station
New York, NY 10023

PILL ADDICTS ANONYMOUS (215) 372-1128
P0 Box 278
Reading, PA 19603

NATIONAL FEDERATION FOR PARENTS
FOR DRUG-FREE YOUTH
(301) 649-7100 or (800) 554-KIDS
1820 Franwall Avenue, Suite 16
Silver Spring, MD 20902

NATIONAL CENTER FOR MISSING
AND EXPLOITED CHILDREN (800) 843-5678

Your Community:

Handout #41 - Lesson 25 (Level E, Part 2)

SUBSTANCE ABUSE FACT SHEET

Signs and Symptoms of Substance Abuse

School Performance:

- sudden decrease in quality of work
- discipline problems
- dropping out of sports, after-school activities
- many absences

Social:

- changes in friends
- loneliness
- isolation
- withdrawal
- legal problems
- disregard for family

Behavior:

- unusual defensiveness
- mood swings
- depression
- apathy
- memory loss
- restlessness/hyperactivity
- anxiety
- paranoia
- excessive tiredness
- inappropriateness

Physical:

- red, puffy or swollen eyes
- vomiting
- nose bleeds
- sudden weight changes
- loss of motor control, staggering, slurred speech
- unusual perspiration
- tremors/shaking

SOURCES OF INFORMATION

[The following is provided by The U.S. Department of Education.] The Department of Education does not endorse private or commercial products or services, or products or services not affiliated with the Federal government. The sources of information listed on this and the following pages are intended only as a partial listing of the resources that are available to readers of this publication. Readers are encouraged to research and inform themselves of the products or services, relating to drug and alcohol abuse, that are available to them. Readers are encouraged to visit their public libraries to find out more about the dangers of drug and alcohol abuse, or to call local, State or national hotlines for further information, advice or assistance.

Toll-Free Information

1-800-COCAINE — Cocaine Helpline
A round-the-clock information and referral service. Recovering cocaine addict counselors answer the phones, offer guidance and refer drug users and parents to local public and private treatment centers and family learning centers.

1-800-NCA-CALL — National Council on Alcoholism Information Line
The National Council on Alcoholism, Inc., is the national nonprofit organization combating alcoholism, other drug addictions and related problems. Provides information about NCA's State and local affiliates' activities in their areas. Also provides referral services to families and individuals seeking help with an alcohol or other drug problem.

1-800-662-HELP — NIDA Hotline
NIDA Hotline, operated by the National Institute on Drug Abuse, is a confidential information and referral line that directs callers to cocaine abuse treatment centers in the local community. Free materials on drug use also are distributed in response to inquiries.

1-800-241-9746 — PRIDE Drug Information Hotline
A national resource and information center, Parents' Resource Institute for Drug Education (PRIDE), refers concerned parents to parent groups in their State or local area, gives information on how parents can form a group in their community, provides telephone consultation and referrals to emergency health centers, and maintains a series of drug information tapes that callers can listen to, free of charge, by calling after 5:00 p.m.

Sources of Free Catalogs of Alcohol and Other Drug Use Publications

Comp Care Publications. A source for pamphlets, books and charts on drug and alcohol use, chemical awareness and self-help. 1-800-328-3330 or 612-559-4800.

Hazelden Educational Materials. A source for pamphlets and books on drug use and alcoholism and curriculum materials for drug prevention. 1-800-328-9000. In Minnesota, call 612-257-4010 or 1-800-257-0070.

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SOURCES OF INFORMATION (continued)

National Council on Alcoholism. A source for pamphlets, booklets and fact sheets on alcoholism and drug use. 212-206-6770.

Johnson Institute. A source for audiocassettes, films, videocassettes, pamphlets and books on alcoholism and drug use. Offers books and pamphlets on prevention and intervention for children, teens, parents and teachers. 1-800-231-5165. In Minnesota, 1-800-247-0484 and in Minneapolis/St. Paul area, 944-0511.

National Association for Children of Alcoholics. A source for books, pamphlets and handbooks for children of alcoholics. Conducts regional workshops and provides a directory of local members and meetings. 714-499-3889.

General Readings

Publications listed below are free unless otherwise noted.

Adolescent Drug Abuse: Analyses of Treatment Research, by Elizabeth R. Rahdert and John Grabowski, 1988. This 139-page book assesses the adolescent drug users and offers theories, techniques and findings about treatment and prevention. It also discusses family-based approaches. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Adolescent Peer Pressure Theory, Correlates, and Program Implications for Drug Abuse Prevention, by the U.S. Department of Health and Human Services, 1988. This 115-page book focuses on constructive ways of channeling peer pressure. This volume was developed to help parents and professionals understand the pressures associated with adolescence, the factors associated with drug use, and other forms of problem behavior. Different peer program approaches, ways in which peer programs can be implemented and research suggestions are included. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Building Drug-Free Schools, by Richard A. Hawley, Robert C. Peterson and Margaret C. Mason, 1986. This four-part drug prevention kit for grades K-12 provides school staff, parents and community groups with suggestions for developing a workable school drug policy, K-12 curriculum and community support. The kit consists of three written guides ($50) and a film ($275). American Council for Drug Education, 204 Monroe Street, Suite 110, Rockville, MD 20852. 301-294-0600.

The Challenge newsletter highlights successful school-based programs, provides suggestions on effective prevention techniques, and the latest research on drugs and their effects. Published bimonthly by the U.S. Department of Education and available from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

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SOURCES OF INFORMATION (continued)

Courtwatch Manual. A 111-page manual explaining the court system, the criminal justice process, Courtwatch activities and what can be done before and after a criminal is sentenced. Washington Legal Foundation, 1705 N Street, NW, Washington, DC 20036. Enclose $5 for postage and handling. 202-857-0240.

Drug Prevention Curricula: A Guide to Selection and Implementation, by the U.S. Department of Education, 1988. Written with the help of a distinguished advisory panel, this 76-page handbook represents the best current thinking about drug prevention education. It shows what to look for when adopting or adapting ready-made curricula and suggests important lessons that ought to be part of any prevention education sequence. national Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

National Trends in Drug Use and Related Factors Among American High School Students, 1975-1986, by Jerald G. Bachman, Lloyd D. Johnston, and Patrick M. O'Malley, 1987. A 265-page book reporting on trends in drug use and attitudes of high school seniors, based on an annual survey conducted since 1975. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Getting Tough on Gateway Drugs, by Robert DuPont, Jr., 1985. A 330-page book describing the drug problem, the drug-dependence syndrome, the gateway drugs and the ways that families can prevent and treat drug problems. American Psychiatric Press, Inc., 1400 K St., NW, Suite 1101, Washington, DC 20005, paperback, $9.95. 1-800-368-5777 and in the DC area 202-682-6269.

Gone Way Down: Teenage Drug-Use Is a Disease, by Miller Newton, 1981, revised 1987. This 72-page book describes the stages of adolescent drug use. American Studies Press, paperback, $3.95. 813-961-7200.

Growing Up Drug Free: A Parent's Guide to Prevention, U.S. Department of Education, 1990. A 56-page booklet featuring information on what children should know at key stages of development, suggested activities to reinforce an anti-drug message in the home, effects of drugs and available resources. National Clearinghouse for Alcohol and Drug Information, Box 2345, Rockville, MD 20852. 1-800-SAY-NOTO or 1-800-624-0100 for the Department of Education.

Kids and Drugs: A Handbook for Parents and Professionals, by Joyce Tobias, 1986, reprinted 1987. A 96-page handbook about adolescent drug and alcohol use, the effects of drugs and the drug culture, stages of chemical use, the formation of parent groups and available resources. PAANDA Press, 4111 Watkins Trail, Annandale, VA 22003, paperback, $4.95 (volume discounts). 703-750-9285.

Parents, Peers and Pot II: Parents in Action, by Marsha Manatt, 1983, reprinted 1988. A 160-page book that describes the formation of parent groups in rural,

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Attachment P (page 4) - Lesson 25 (Level E, Part 2)

SOURCES OF INFORMATION (continued)

suburban and urban communities. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

Peer Pressure Reversal, by Sharon Scott, 1985, reprinted 1988. A 183-page guidebook for parents, teachers and concerned citizens to enable them to teach peer pressure reversal skills to children. Human Resource Development Press, 22 Amherst Road, Amherst, MA 01002, paperback, $9.95. 413-253-3488.

Pot Safari, by Peggy Mann, 1982, reprinted 1987. A 134-page book for parents and teenagers. Distinguished research scientists are interviewed on the subject of marijuana. Woodmere Press, Cathedral Finance Station, P.O. Box 20190, New York, NY 10125, paperback, $6.95 plus shipping (volume discounts). 212-678-7839.

Strategies for Controlling Adolescent Drug Use, by Michael J. Polich et al., 1984. This 196-page book reviews the scientific literature on the nature of drug use and the effectiveness of drug law enforcement, treatment and prevention programs. The Rand Corporation, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138, R-3076-CHF, paperback $15.00. 213-393-0411.

Team Up for Drug Prevention With America's Young Athletes. A free booklet for coaches that includes information about alcohol and other drugs, reasons why athletes use drugs, suggested activities for coaches, a prevention program, a survey for athletes and coaches and sample letters to parents. Drug Enforcement Administration, Demand Reduction Section, 1405 I St., NW, Washington, DC 20537. 202-786-4096.

The Fact Is . . . You Can Prevent Alcohol and Other Drug Problems Among Elementary School Children, 1988. This 17-page booklet includes audiovisuals, program descriptions and professional and organizational resources to assist educators and parents of young children. Available from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

What Works: Schools Without Drugs, U.S. Department of Education, 1986, revised 1989. A handbook for developing a comprehensive anti-drug program involving parents, students, schools and communities. National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852. 1-800-SAY-NOTO, or 1-800-624-0100 for the Department of Education.

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SOURCES OF INFORMATION (continued)

Videotapes

The following drug prevention videos were developed by the U.S. Department of Education. They are available for loan through the Department's Regional Centers (call 1-800-624-0100) and the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852; 1-800-SAY-NOTO.

ELEMENTARY SCHOOL

The Drug Avengers. Ten five-minute animated adventures that urge caution about ingesting unfamiliar substances; encourage students to trust their instincts when they think something is wrong; and show that drugs make things worse, not better.

Fast Forward Future. A magical device allows youngsters to peer into the future and see on a TV screen what will happen if they use drugs and what will happen if they remain drug free.

Straight Up. A fantasy adventure that features information on the effects of drugs, developing refusal skills, building self-esteem and resisting peer pressure.

JUNIOR HIGH

Straight at Ya. Tips on peer pressure, saying no and building self-esteem.

Lookin' Good. A two-part series based on actual incidents that convey the dangers of drug use and promote the use of peer support groups.

HIGH SCHOOL

Hard Facts About Alcohol, Marijuana, and Crack. Offers factual information about the dangers of drug use in a series of dramatic vignettes.

Speak Up, Speak Out: Learning to Say No to Drugs. Gives students specific techniques they can use to resist peer pressure and say no to drug use.

Dare to Be Different. Uses the friendship of two high school athletes in their senior year to illustrate the importance of goals and values in resisting pressures to use drugs.

Downfall: Sports and Drugs. Shows how drugs affect athletic performance and examines the consequences of drug use, including steroid use, on every aspect of an athlete's life—career, family, friends, sense of accomplishment and self-esteem.

Private Victories. Illustrates the effects of drug and alcohol use on students and the value of positive peer influences in resisting peer pressure to use drugs.

OTHER VIDEOTAPES

Say No! to Drugs. A videotape that offers a practical, easy-to-follow approach to improve family communications, particularly on the subject of adolescent drug and alcohol use. It includes interviews with experts in the field. NIMCO, P.O. Box 009-GAM, Calhoun, KY 42327. 1-800-962-6662. $64.95.

Attachment Q (page 1) - Lesson 25 (Level E, Part 2)

SPECIFIC DRUGS AND THEIR EFFECTS

[The following is provided by The U.S. Department of Education.]

Tobacco

The smoking of tobacco products is the chief avoidable cause of death in our society. Smokers are more likely than nonsmokers to contract heart disease—some 170,000 die each year from smoking-related coronary heart disease. Lung, larynx, esophageal, bladder, pancreatic and kidney cancers also strike smokers at increased rates. Some 30 percent of cancer deaths (130,000 per year) are linked to smoking. Chronic obstructive lung disease such as emphysema and chronic bronchitis are 10 times more likely to occur among smokers than among nonsmokers.

Smoking during pregnancy also poses serious risks. Spontaneous abortion, preterm birth, low birth weights and fetal and infant deaths are all more likely to occur when the pregnant woman/mother is a smoker.

Cigarette smoke contains some 4,000 chemicals, several of which are known carcinogens. Other toxins and irritants found in smoke can produce eye, nose and throat irritations. Carbon monoxide, another component of cigarette smoke, combines with hemoglobin in the blood stream to form carboxyhemoglobin, a substance that interferes with the body's ability to obtain and use oxygen.

Perhaps the most dangerous substance in tobacco smoke is nicotine. Although it is implicated in the onset of heart attacks and cancer, its most dangerous role is reinforcing and strengthening the desire to smoke. Because nicotine is highly addictive, addicts find it very difficult to stop smoking. Of 1,000 typical smokers, fewer than 20 percent succeed in stopping on the first try.

Although the harmful effects of smoking cannot be questioned, people who quit can make significant strides in repairing damage done by smoking. For pack-a-day smokers, the increased risk of heart attack dissipates after 10 years. The likelihood of contracting lung cancer as a result of smoking can also be greatly reduced by quitting.

Alcohol

Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.

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SPECIFIC DRUGS AND THEIR EFFECTS (continued)

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

Cannabis

All forms of cannabis have negative physical and mental effects. Several regularly observed physical effects of cannabis are a substantial increase in the heart rate, bloodshot eyes, a dry mouth and throat and increased appetite.

Use of cannabis may impair or reduce short-term memory and comprehension, alter sense of time and reduce ability to perform tasks requiring concentration and coordination, such as driving a car. Research also shows that students do not retain knowledge when they are "high." Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana can also produce paranoia and psychosis.

Because users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco smoke.

Long-term users of cannabis may develop psychological dependence and require more of the drug to get the same effect. The drug can become the center of their lives.

Type	What is it called?	What does it look like?	How is it used?
Marijuana	Pot, Grass, Weed, Reefer, Dope, Mary Jane, Sinsemilla, Acapulco Gold, Thai Sticks	Dried parsley mixed with stems that may include seeds	Eaten; Smoked
Tetrahydro-cannabinol	THC	Soft gelatin capsules	Taken orally
Hashish	Hash	Brown or black cakes or balls	Eaten; Smoked
Hashish Oil	Hash Oil	Concentrated syrupy liquid varying in color from clear to black	Smoked; mixed with tobacco

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SPECIFIC DRUGS AND THEIR EFFECTS (continued)

Inhalants

The immediate negative effects of inhalants include nausea, sneezing, coughing, nosebleeds, fatigue, lack of coordination and loss of appetite. Solvents and aerosol sprays also decrease the heart and respiratory rates and impair judgment. Amyl and butyl nitrite cause rapid pulse, headaches and involuntary passing of urine and feces. Long-term use may result in hepatitis or brain damage.

Deeply inhaling the vapors, or using large amounts over a short time, may result in disorientation, violent behavior, unconsciousness or death. High concentrations of inhalants can cause suffocation by displacing the oxygen in the lungs or by depressing the central nervous system to the point that breathing stops.

Long-term use can cause weight loss, fatigue, electrolyte imbalance and muscle fatigue. Repeated sniffing of concentrated vapors over time can permanently damage the nervous system.

Type	What is it called?	What does it look like?	How is it used?
Nitrous Oxide	Laughing Gas, Whippets	Propellant for whipped cream in aerosol spray can; Small 8-gram metal cylinder sold with a baloon or pipe (buzz bomb)	Vapors inhaled
Amyl Nitrite	Poppers, Snappers	Clear yellowish liquid in ampules	Vapors inhaled
Butyl Nitrite	Rush, Bolt, Locker Room, Bullet, Climax	Packaged in small bottles	Vapors inhaled
Chlorohydrocarbons	Aerosol sprays	Aerosol paint cans; Containers of cleaning fluid	Vapors inhaled
Hydrocarbons	Solvents	Cans of aerosol propellants, gasoline, glue, paint thinner	Vapors inhaled

Cocaine

Cocaine stimulates the central nervous system. Its immediate effects include dilated pupils and elevated blood pressure, heart rate, respiratory rate and body temperature. Occasional use can cause a stuffy or runny nose, while chronic use can ulcerate the mucous membrane of the nose. Injecting cocaine with contaminated equipment can cause AIDS, hepatitis and other diseases. Preparation of freebase, which involves the use of volatile solvents, can result in death or injury from fire or explosion. Cocaine can

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SPECIFIC DRUGS AND THEIR EFFECTS (continued)

produce psychological and physical dependency, a feeling that the user cannot function without the drug. In addition, tolerance develops rapidly.

Crack or freebase rock is extremely addictive, and its effects are felt within 10 seconds. The physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia and seizures.

The use of cocaine can cause death by cardiac arrest or respiratory failure.

Type	What is it called?	What does it look like?	How is it used?
Cocaine	Coke, Snow, Flake, White, Blow, Nose Candy, Big C, Snowbirds, Lady	White crystalline powder, often diluted with other ingredients	Inhaled through passages; Injected; Smoked
Crack	Freebase rocks, Rock	Light brown or beige pellets—or crystalline rocks that resemble coagulated soap; often packaged in small vials	Smoked

Other Stimulants

Stimulants can cause increased heart and respiratory rates, elevated blood pressure, dilated pupils and decreased appetite. In addition, users may experience sweating, headache, blurred vision, dizziness, sleeplessness and anxiety. Extremely high doses can cause a rapid or irregular heartbeat, tremors, loss of coordination and even physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever or heart failure.

In addition to the physical effects, users report feeling restless, anxious and moody. Higher doses intensify the effects. Persons who use large amounts of amphetamines over a long period of time can develop an amphetamine psychosis that includes hallucinations, delusions and paranoia. These symptoms usually disappear when drug use ceases.

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SPECIFIC DRUGS AND THEIR EFFECTS (continued)

Type	What is it called?	What does it look like?	How is it used?
Amphetamines	Speed, Uppers, Ups, Black Beauties, Pep Pills, Copilots, Bumblebees, Hearts, Benzedrine, Dexedrine, Footballs, Biphetamine	Capsules; Pills; Tablets	Taken orally; Injected; Inhaled through nasal passages
Methamphetamines	Crank, Crystal Meth, Crystal Methedrine, Speed	White powder; Pills; A rock that resembles a block of paraffin	Taken orally; Injected; Inhaled through nasal passages
Additional Stimulants	Ritalin, Cylert, Preludin, Didrex, Pre-State, Voranil, Tenuate, Tepanil, Pondimin, Sandrex, Plegine, Ionamin	Pills; Capsules; Tablets	Taken orally; Injected

Depressants

The effects of depressants are in many ways similar to the effects of alcohol. Small amounts can produce calmness and relaxed muscles, but somewhat larger doses can cause slurred speech, staggering gait and altered perception. Very large doses can cause respiratory depression, coma and death. The combination of depressants and alcohol can multiply the effects of the drugs, thereby multiplying the risks.

The use of depressants can cause both physical and psychological dependence. Regular use over time may result in a tolerance to the drug, leading the user to increase the quantity consumed. When regular users suddenly stop taking large doses, they may develop withdrawal symptoms ranging from restlessness, insomnia and anxiety to convulsions and death.

Babies born to mothers who abuse depressants during pregnancy may be physically dependent on the drugs and show withdrawal symptoms shortly after they are born. Birth defects and behavioral problems also may result.

Type	What is it called?	What does it look like?	How is it used?
Barbiturates	Downers, Barbs, Blue Devils, Red Devils, Yellow Jacket, Yellows, Nembutal, Seconal, Amytal, Tuinals	Red, yellow, blue or red and blue capsules	Taken orally
Methaqualone	Quaaludes, Ludes, Sopors	Tablets	Taken orally
Tranquilizers	Valium, Librium, Equanil, Miltown, Serax, Tranxene	Tablets; Capsules	Taken orally

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SPECIFIC DRUGS AND THEIR EFFECTS (continued)

Hallucinogens

Phencyclidine (PCP) interrupts the functions of the neocortex, the section of the brain that controls the intellect and keeps instinct in check. Because the drug blocks pain receptors, violent PCP episodes may result in self-inflicted injuries.

The effects of PCP vary, but users frequently report a sense of distance and estrangement. Time and body movement are slowed down. Muscular coordination worsens and senses are dulled. Speech is blocked and incoherent.

Chronic users of PCP report persistent memory problems and speech difficulties. Some of these effects may last six months to a year following prolonged daily use. Mood disorders—depression, anxiety, and violent behavior—also occur. In later stages of chronic use, users often exhibit paranoid and violent behavior and experience hallucinations.

Large doses may produce convulsions and coma, as well as heart and lung failure.

Lysergic acid (LSD), mescaline and psilocybin cause illusions and hallucinations. The physical effects may include dilated pupils, elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness and tremors.

Sensations and feelings may change rapidly. It is common to have a bad psychological reaction to LSD, mescaline and psilocybin. The user may experience panic, confusion, suspicion, anxiety and loss of control. Delayed effects, or flashbacks, can occur even after use has ceased.

Type	**What is it called?**	**What does it look like?**	**How is it used?**
Phencyclidine	PCP, Angel Dust, Loveboat, Lovely, Hog, Killer Weed	Liquid; Capsules; White crystalline powder; Pills	Taken orally; Injected; Smoked—can be sprayed on cigarettes, parsley and marijuana
Lysergic Acid Diethylamide	LSD, Acid, Green or Red Dragon, White Lightning, Blue Heaven, Sugar Cubes, Microdot	Brightly colored tablets; Impregnated blotter; Thin squares of gelatin; Clear liquid	Taken orally; Licked off paper; Gelatin and liquid can be put in eyes
Mescaline and Peyote	Mesc, Buttons, Cactus	Hard brown discs; Tablets; Capsules	Discs—chewed, swallowed, or smoked; Tablets and capsules—taken orally
Psilocybin	Magic Mushrooms, Mushrooms	Fresh or dried mushrooms	Chewed and swallowed

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SPECIFIC DRUGS AND THEIR EFFECTS (continued)

Narcotics

Narcotics initially produce a feeling of euphoria that often is followed by drowsiness, nausea and vomiting. Users also may experience constricted pupils, watery eyes and itching. An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma and possible death.

Tolerance to narcotics develops rapidly and dependence is likely. The use of contaminated syringes may result in diseases such as AIDS, endocarditis and hepatitis. Addiction in pregnant women can lead to premature, stillborn or addicted infants who experience severe withdrawal symptoms.

Type	What is it called?	What does it look like?	How is it used?
Heroin	Smack, Horse, Brown Sugar, Junk, Mud, Big H, Black Tar	Powder, white to dark brown; Tarlike substance	Injected; Inhaled through nasal passages; Smoked
Methadone	Dolophine, Methadose, Amidone	Solution	Taken orally; Injected
Codeine	Empirin compound with Codeine, Tylenol with Codeine, Codeine, Codeine in cough medicines	Dark liquid varying in thickness; Capsules; Tablets	Taken orally; Injected
Morphine	Pectoral syrup	White crystals; Hypodermic tablets; Injectable solutions	Injected; Taken orally; Smoked
Opium	Paregoric, Dover's Powder, Parepectolin	Dark brown chunks; Powder	Smoked; Eaten
Other Narcotics	Percocet, Percodan, Tussionex, Fentanyl, Darvon, Talwin, Lomotil	Tablets; Capsules; Liquid	Taken orally; Injected

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SPECIFIC DRUGS AND THEIR EFFECTS (continued)

Designer Drugs

Illegal drugs are defined in terms of their chemical formulas. To circumvent these legal restrictions, underground chemists modify the molecular structure of certain illegal drugs to produce analogs known as designer drugs. These drugs can be several hundred times stronger than the drugs they are designed to imitate.

Many of the so-called designer drugs are related to amphetamines and have mild stimulant properties but are mostly euphoriants. They can produce severe neurochemical damage to the brain.

The narcotic analogs can cause symptoms such as those seen in Parkinson's disease: uncontrollable tremors, drooling, impaired speech, paralysis and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating and fainting. Psychological effects include anxiety, depression and paranoia. As little as one dose can cause brain damage. The analogs of phencyclidine cause illusion, hallucinations and impaired perception.

Type	What is it called?	What does it look like?	How is it used?
Analogs of Fentanyl (Narcotic)	Synthetic Heroin, China White	White powder identically resembling heroin	Inhaled through nasal passages; Injected
Analogs of Meperidine (Narcotic)	Synthetic Heroin, MPTP (New Heroin), MPPP, PEPAP	White powder	Inhaled through nasal passages; Injected
Analogs of Amphetamines and Methamphetamines (Hallucinogens)	MDMA (Ecstasy, XTC, Adam, Essence), MDM, STP, PMA, "2, 5-DMA," TMA, DOM, DOB, EVE	White powder; Tablets; Capsules	Taken orally; Injected; Inhaled through nasal passages
Analogs of Phencyclidine (PCP)	PCPy, PCE, TCP	White powder	Taken orally; Injected; Smoked

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SPECIFIC DRUGS AND THEIR EFFECTS (continued)

Anabolic Steroids

Anabolic steroids are a group of powerful compounds closely related to the male sex hormone testosterone. Developed in the 1930s, steroids are seldom prescribed by physicians today. Current legitimate medical uses are limited to certain kinds of anemia, severe burns and some types of breast cancer.

Taken in combination with a program of muscle-building and diet, steroids may contribute to increases in body weight and muscular strength. Because of these properties, athletes in a variety of sports have used steroids since the 1950s, hoping to enhance performance. Today, they are being joined by increasing numbers of young people seeking to accelerate their physical development.

Steroid users subject themselves to more than 70 side effects ranging in severity from liver cancer to acne and including psychological as well as physical reactions. The liver and the cardiovascular and reproductive systems are most seriously affected by steroid use. In males, use can cause withered testicles, sterility and impotence. In females, irreversible masculine traits can develop along with breast reduction and sterility. Psychological effects in both sexes include very aggressive behavior known as "roid rage" and depression. While some side effects appear quickly, others, such as heart attacks and strokes, may not show up for years.

Signs of steroid use include quick weight and muscle gains (if steroids are being used in conjunction with a weight training program; behavioral changes, particularly increased aggressiveness and combativeness; jaundice, purple or red spots on the body; swelling of feet or lower legs; trembling; unexplained darkening of the skin; and persistent unpleasant breath odor.

Steroids are produced in tablet or capsule form for oral ingestion, or as a liquid for intramuscular injection.

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Lesson 26

Topic

Substance Abuse Awareness

Student Objectives

The students will:

200. Identify and explore the personal, family and community attitude toward smoking, the use of alcohol and other dangerous drugs

Lesson Overview

Students examine the issues they face personally with regard to substance abuse. They make an assessment of the values which they hold and those of society and illustrate their understanding of the differences between them by writing about a personal experience where values collided.

Basic Information

At present, our western culture seems to glorify use of certain legal drugs like alcohol and nicotine, while tolerating the use of some illegal drugs like marijuana. Even illegal substances, such as cocaine, have been used and misused by many Americans. This discrepancy between what we value as Catholics and what is acceptable in the world creates conflicts for ourselves, our students and their families. Helping students to realize and appreciate the differences in the value structure can empower them to make life-giving choices, which will enable their growth into thoughtful, prayerful adults.

Suggested Materials

- "Put Yourself in His Place" (Handout #42)
- Bible

Teaching/Learning Activities

TEACHER'S ROLE

Provide a setting whereby students can examine the conflicts in their own lives and make a comparison between the call of Jesus and the call of the world.

ACTIVITY/EXPERIENCE

1. Read Matthew 5:1-12, "The Beatitudes." Discuss the values in conflict in that story and those that students might experience in their own lives.
2. Distribute "Put Yourself In His Place" (Handout #42) and have students respond in small groups.
3. Have the groups share responses with the whole class.
4. Have students think of an example of a conflict of values in their own lives and write a short description of their experience.
5. Have students exchange descriptions with a partner and brainstorm responses.

PROCESSING THE EXPERIENCE

Content Questions:

1. Why do young people smoke?
2. How important is social pressure?
3. What values are in conflict in society and the church community?
4. How do people work out those conflicts?

Personalization Questions:

1. If you were Roger, how would you work out the conflicts in the story?
2. How important is social pressure to you?
3. What values do your parents pass on to you about social pressure?
4. Is it important to you to appear cool and sophisticated?
5. What are the effects of making a decision about appearing cool and sophisticated? Is it worth it?
6. Do you have any habits which could affect you later in life?
7. Where could you find out more information about the possible impact of smoking, drinking alcohol or taking drugs?

CLOSURE

List the pros and cons to the question: "Is the pleasure involved in smoking worth the real risks to one's health?"

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Handout #42 - Lesson 26 (Level E, Part 2)

PUT YOURSELF IN HIS PLACE

At 15, Roger Contosta is small for his age. People just do not seem to notice him, especially the girls. Roger works hard at school, but he just is not a "brain." He has tried out for several sports, but he has not made any of the teams.

Roger thinks the older guys in his school who smoke look sophisticated and grown-up. Lately, he has been imitating them by smoking cigarettes. He FEELS more grown-up when he smokes. He is even beginning to like the taste of tobacco now that he is getting used to it.

But, Roger cannot make up his mind about whether or not to continue smoking. At school, he has learned about the harmful physical effects of tobacco. It scares him to think of inhaling all those poisonous gases. And Roger has seen how hard the cigarette habit can be to break. His father, a heavy smoker, keeps saying he is going to give up smoking, but he has not been able to do it. Once, Roger's father gave up cigarettes for two days. He was so nervous and irritable that it was hard to live with him. Finally, he slammed out of the house to buy a pack of cigarettes. Roger does not like the idea of being so hung up on something that you cannot control it.

- What should Roger do? Smoking gives him a feeling of self-confidence that he badly needs, but he is afraid of what it might do to his health.
- Should he continue smoking?
- Should he give it up before he gets "hooked"?
- Should he try to smoke only occasionally?
- Should he try a pipe instead?

Discuss:

1. What conflicting values must Roger weigh before making a decision?
2. What pressures are on Roger?
3. What are the alternatives and their consequences?
4. What do you think Roger should do? Why?

Lesson 27

Topic

Substance Abuse Awareness

Student Objectives

The students will:

197. Gain more knowledge of the diseases of alcoholism and chemical dependency and their effects
201. Research the laws of the state regarding the legal age for drinking, the ramifications of excessive use of alcohol and the use of illegal drugs

Lesson Overview

Students hear from a member of Alateen or Al-Anon (or some other knowledgeable person) about the disease of alcoholism from a personal perspective.

Basic Information

Alcoholism is a disease which seriously affects a large portion of the population in the United States today. Many families have been impacted because of direct or indirect relationships with alcoholic family members and the family systems that enable that disease to flourish. Students need to the know the risks they face due to family characteristics, low self-esteem and cultural traditions.

Vocabulary

Alcoholism—a complex, chronic psychological and nutritional disorder associated with excessive and usually compulsive drinking

Chemical dependency—reliance on drugs, chemicals or alcohol for support and self-worth

Suggested Materials

- "Self-Help Groups" (Attachment O) from Lesson 25

Teaching/Learning Activities

TEACHER'S ROLE

Arrange for a guest speaker to address the class on issues of alcohol abuse. A list of agencies that might be helpful can be found in Attachment O of Lesson 25.

ACTIVITY/EXPERIENCE

Have students prepare questions for the guest speaker. These can be sent beforehand or can be addressed at the end of the speaker's presentation.

PROCESSING THE EXPERIENCE

Content Questions:

1. What is substance abuse?
2. What are alcoholism and chemical dependency?
3. What are factors that affect a person's vulnerability to alcoholism or chemical dependency?
4. What is intervention?
5. What kinds of treatments are available to teenagers and their families who are affected by this disease?
6. What is the 12-step approach?
7. How can alcoholic teenagers seek help?
8. How can teenagers who live with alcoholics seek help?

Personalization Questions:

1. How has alcoholism affected your life?
2. What steps can you take to deal with chemical dependency issues in your life? In your family? With your friends?
3. Where would you go to seek help with an alcohol or chemical dependency problem?
4. What would you tell a friend who wants help?
5. How have you prepared yourself to deal with this disease?

CLOSURE

Journal about your personal response to the issues raised.

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Lesson 28

Topic

Substance Abuse Awareness

Student Objectives

The students will:

190. Develop a series of strategies to reject a drug, while maintaining status with their peer group
198. Identify healthy and unhealthy peer groups
199. Make the moral choice to remain free of unhealthy groups
202. Identify the moral implications of encouraging another person to use cigarettes, alcohol and other drugs

Lesson Overview

Students role-play situations in which peer pressure is exerted in order to convince someone to make inappropriate choices. They engage in class discussion in which analysis of the moral implications of the choices is encouraged.

Basic Information

Young people in our culture have many choices to make. They are inundated with opinions from everything and everyone around them, including their friends and family. Sometimes those choices are hard to make because it is hard to break free from the group to express your own opinion and to live as a Catholic in today's world.

Vocabulary

Peer(s)—a person or persons of your age or experience whom you might choose as a friend

Peer pressure—the influence exerted by your friends on you to get you to choose to do what they want; can be healthy or unhealthy

Moral choices—those decisions people make which require judgment and courage to do the right thing

Suggested Materials

- "It's Your Choice!" (Handout #43)

Teaching/Learning Activities

TEACHER'S ROLE

Facilitate student thinking and ask clarifying questions in order to assist students to analyze choices.

ACTIVITY/EXPERIENCE

1. Assign students to small groups and distribute "It's Your Choice" (Handout #43).
2. Tell students they are expected to discuss each scenario and then choose one to demonstrate to the class. Add that they will need to develop two different endings to the scenario they choose to demonstrate, and be ready to discuss their choices.
3. Have students present their group's role-play, with two different endings.
4. Have students discuss their decisions with the class and receive feedback from their classmates on:

- strategies used (or that could be used) to reject drugs
- whether it appears that the peer group is healthy or unhealthy
- the viability and morality of the choices role-played

PROCESSING THE EXPERIENCE

Content Questions:

1. Who are peers?
2. What are healthy peer relationships? Unhealthy ones?
3. How can a person tell the difference?
4. What are some moral decisions that peers influence?
5. What moral choice does a person make about her or his friends?
6. What are the moral implications of encouraging another person to use cigarettes, alcohol and other drugs?

Lesson

28

Substance Abuse Awareness

(continued)

Personalization Questions:

1. Who are your peers?
2. Are your relationships healthy or unhealthy? How do you know?
3. How do your friends influence you?
4. In what ways do you try to influence your friends?
5. Do you take time to think through your decisions? Why or why not?
6. What are some examples of courageous decisions you or your peers have made?
7. How do you tell what group of friends is right for you?
8. What do you do when you disagree with your friends?
9. How do you communicate your values to your friends? To the community where you live? To everyone who knows you?

CLOSURE

Write down two possible responses you can make to your peers when you receive unhealthy peer pressure.

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Handout #43 - Lesson 28 (Level E, Part 2)

IT'S YOUR CHOICE

As a group, read through and discuss ALL the situations. Choose one situation to role-play for the class. Design two different endings for the scene. You'll get feedback from your classmates on the morality of your choices and on the likelihood that your choices will work.

1. Your friends are watching the football game on television at your house. Your parents are not home. Your friend, Ralph, helps himself to a beer in the refrigerator.

2. Sandy, Sheri and Ann are shopping downtown. They stop for lunch at a fairly expensive restaurant as a treat. The waiter asks, "Would you like a drink before you order?"

3. Genesa and her friends are really into sports. Someone has given her a drug that "for sure will help you to win." She's pressuring her friends into taking some before the next meet.

4. Your older brother and his friends have just come home from college in another state that allows drinking at the age of 18. Even though you are well under your state's legal limit of 21, your brother and his friends invite you to come out with them. You know they will be drinking.

5. At a slumber party, someone opens a bottle of glue, takes a whiff and starts passing the bottle around the room. Everyone starts laughing and making remarks like, "You're chicken if you don't try!"

6. At school, you see a person exchange money for something that looks like drugs on the playground. You don't really know who the seller is, but it's clear the buyer is a friend of yours.

7. You find a bottle of your parent's alcohol in your little brother's closet while you're trying to find the sports equipment he borrowed from you.

Lesson 29

Topic

Loss

Student Objectives

The students will:

266. Explore the ways in which life is affected by terminal illnesses
267. Identify the moral issues surrounding death and church teachings on euthanasia, living wills, suicide, life support systems, etc.

Lesson Overview

Students examine the moral implications of life and death issues through panel discussions.

Vocabulary

Euthanasia—the act or practice of deliberately causing death painlessly to end suffering
Living will—a document in which a person makes some choices about how they want to be treated if they become unable to make their wishes known
Suicide—a person taking his or her own life
Life support system—equipment which supplies oxygen, nutrients

Suggested Materials

- Newspapers and other resource materials
- Copies of: *Church in the Modern World*, #27 (Abbot, Walter M., S.J., Ed.); *The Documents of Vatican II* (New York: Corpus Books, 1966), paragraph #27; "Euthanasia: Declaration of the Sacred Congregation for the Doctrine of the Faith," *The Pope Speaks* (25:4, 1980, p. 289).
- Resources from your chancery or "Right to Life" agency

Teaching/Learning Activities

TEACHER'S ROLE

Collect newspaper articles which address one of the life and death issues listed in the objectives. If none is available, call your local diocesan resource center or "Right to Life" agency for help in procuring such material.

ACTIVITY/EXPERIENCE

1. Divide the students into small groups. Assign a topic (terminal illness, euthanasia, organ transplants, living wills, suicide, life support systems) to each group and allow time for research and inquiry to take place. Students will need adequate time and materials for this project.
2. Give each group the responsibility to report on the following elements.
   - The topic and a basic definition of the issue.
   - The view held by the Catholic Church.
   - The viewpoints held by others.
   - A concluding statement which indicates the conclusions reached by group members.
3. Have students present their group panel discussion to the class.
4. An alternative to this activity would be to invite a guest speaker to address these issues.

PROCESSING THE EXPERIENCE

Content Questions:

1. What are the ways that lives are affected by terminal illness? Physically? Emotionally? Spiritually? Mentally?
2. What are the church teachings about euthanasia?
3. What does the church teach about living wills?
4. What does the church teach about life support systems?

Personalization Questions:

1. How would you feel if you were told that you had a terminal disease?
2. What would you do?
3. What is your view of death?

CLOSURE

Journal about what response you might encourage a friend to make if they just heard that they had a terminal illness.

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Lesson 30

Topic

Loss

Student Objectives

The students will:

268. Identify the signs which may precede suicide and what action to take (check this one with an expert)

Lesson Overview

Students hear a speaker describe the signs of suicide and what actions to take. They discuss the signs that might indicate depression and suicide in their peers and list persons and agencies who can help suicidal people.

Basic Information

There are more than 25,000 deaths each year in the United States which result from suicide. Of these, a rising percentage are teenagers and young people. There are three basic reasons that young people choose suicide. These are: problems with school; problems with family; and problems with interpersonal relationships.

When people feel disconnected from their families or peers, when they can't see the successes they have accomplished in their life and don't have a close support group, desperation can set in. Not all these indicators have to be blatant. People don't have to have violent disagreements in order to feel out of place or left out of peer groups or families. Communication and working on developing a positive self-image seem to be the key to preventing suicide among young people. That is, however, a long-term solution to a desperate situation. If you suspect a person is so depressed that they may attempt or commit suicide, open the communication channels.

There are signs that a person is suicidally depressed, but they are not limited to this list:

- mood swings and overt depression
- self-isolating behavior
- talking about suicide
- changes in appetite
- giving away personal mementos and possessions
- risky behavior

As with other issues in this curriculum, that of teen suicide often evokes questions and concerns in students and their families. Enlisting the aid of professionals, parish staff and the students' families not only provides a healthy support system for teachers, but also one for students, too. Teachers have a moral and professional obligation to follow through on their own and others' concerns about students. It is good to know before introducing this topic what your building policy is and where and from whom to get support.

Teaching/Learning Activities

TEACHER'S ROLE

Invite a professional (e.g., a guidance counselor) to share with students on the signs of suicide and better choices that could be made by a person.

ACTIVITY/EXPERIENCE

1. Listen to the guest speaker. Let students ask questions.
2. Lead a class discussion with the "Content Questions" and "Personalization Questions."

PROCESSING THE EXPERIENCE

Content Questions:

1. What kinds of pressure do young people feel in their lives?
2. How can young people deal with the pressure they feel in their lives?
3. What happens when a person is under too much pressure?
4. What resources in the community are available to people who feel suicidal?
5. Who are the people in the community that young people would feel comfortable talking to about suicide and depression?
6. What are some ways young people can keep open the lines of communication between themselves and family members? Between themselves and peers?

Lesson 30

Loss

(continued)

7. How can the church community help young people maintain a positive self-image?
8. What is the role of prayer in this issue?

Personalization Questions:

1. Do you ever feel under pressure? What kind? Too much pressure?
2. Who do you talk to about the way you feel? Does it help?
3. What would you do if your friend was so depressed that he or she were suicidal?
4. Who would you contact? Why?
5. Do you have a plan of action if or when you become depressed?

CLOSURE

Name signs that might indicate suicide or depression. (List these on the board.)

Name specific people with whom one can talk about these issues. (A list of phone numbers would be helpful.)

Possible Extension Activity

There is an organization in the Pacific Northwest called "Natural Helpers," where students are trained to help their peers deal with their feelings and get help for one another. It also provides an opportunity for students to identify young people within the student population who are recognized as people to go to if a person is in crisis.

Try to locate a similar group in your area. Inquire about the training the student counselors receive and determine whether this would be a good resource for your students.

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Lesson 31

Topic

Loss

Student Objectives

The students will:

261. Talk about what people do when someone dies, including the funeral rites of the Catholic Church
263. Describe the stages of the grieving process

Lesson Overview

Students review the stages of grief and examine Catholic funeral rites.

Vocabulary

Rite—ceremony following a prescribed formula

Grieving process—the way people experience loss

Suggested Materials

- "Stages of Loss—Death and Dying" (Handout #44)
- "Stages of Loss" (Handout #45)
- Guest speaker on the Catholic funeral rites

Teaching/Learning Activities

TEACHER'S ROLE

Review with students the stages of grieving and common practices of our Catholic faith when someone dies.

ACTIVITY/EXPERIENCE

1. Initiate the lesson by asking students to share their experience when a person close to them died.
2. Distribute "Stages of Loss—Death and Dying" (Handout #44) and "Stages of Loss" (Handout #45).
3. Have students read these and discuss them in pairs or trios. Ask students to discuss each stage and come up with an example of what might happen at each stage.
4. Take time to prepare questions for the invited guest speaker. If no speaker is available, explain the funeral rites.

(Note: adapt this to customs in your area.)

"After a death, a traditional series of events take place. Neighbors and friends bring food and assistance to the home. The family plans the wake and funeral service. The wake and funeral Mass come next, followed by the burial and usually a family dinner.

"The wake is a time to gather together and discuss the good memories we have of the person who died. We say good-bye to their physical bodies, but the Easter candle and the cross inside the casket remind us of their everlasting life with Christ. Many times, pictures or other symbols of interests and talents of the person who died are displayed.

"Many people donate money for Masses or other memorials to keep the loved one's love and spirit alive. We pray that they will reach their eternal reward quickly. It helps us to be able to do something for our loved one who died.

The funeral Mass is actually a celebration of a person gaining eternal life. It is celebrated with white vestments. It is a celebration with joyful music and songs of the resurrection. We thank God for the time we had with the person.

"Many times, a white cloth is placed on the casket to represent a Christian's life in Christ. This same symbol is used at Baptism. Sometimes, the family Bible is placed on the coffin to show a strong love and faith in Christ, with Christ as the head of their family.

"Family members are encouraged to participate through selection of music, reading of the scripture or carrying gifts at the offertory.

"During the sermon, scripture is used to highlight the person's life. It is stressed that their reward is to go home to God in heaven. We are reminded of Christ's life on earth. He also lived, died and has eternal life. We will see that person again when we receive our reward in heaven.

"During the Mass, we celebrate being members of God's family by receiving Holy Communion together.

"Many families get together to celebrate a meal after the funeral. This shows the love and support they have for one another during this difficult time in their lives."

5. Ask students to share their memories and experiences of funerals.

PROCESSING THE EXPERIENCE

Content Questions:

1. What are the stages of loss? Explain each one.
2. What elements are present in a Catholic funeral?
3. What are some arrangements that must be made with the funeral director? The cemetery? The parish priest?
4. How do you know the person's wishes about their funeral?

Personalization Questions:

1. Have you ever experienced a loss in your family?
2. How did you feel? Did your feelings toward the person change?
3. What process did you go through to make arrangements for the funeral?
4. How should children be treated at funerals?
5. Have you thought about your funeral?
6. What would you like to have done at your own funeral?

CLOSURE

Write a prayer for a person close to you who has died.

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Handout #44 - Lesson 31 (Level E, Part 2)

STAGES OF LOSS—DEATH AND DYING

SHOCK

A kind of numbness envelops you. It is nature's insulation, cushioning the blow. Besides becoming numb, you might experience odd sensations, like a spaced-out feeling or knot in your stomach or no appetite. Insignificant things become important.

DENIAL

Denial may remain for months to years. Immediately follows shock. You comprehend intellectually what has happened, but on a deeper level all your habits and memories are denying death. Denial depends on how much you need the loved one to be alive.

BARGAINING

You try to make a bargain to erase the reality of the death. The reality of the death is too much to accept, so the mind responds with this defense.

ANGER

Anger is a normal response and ranges from mild anger to raging anger, depending on your personality and circumstances. You could be mad at the doctor for not saving the loved one, at the accident which caused the death, at God for letting this happen and anyone you think had something to do with it. It is important that anger be expressed.

GUILT

If only you could have prevented this death. You have to accept that you cannot change the death. In cases of suicide, excessive guilt is present and you may blame yourself. Guilt and regret are normal.

DEPRESSION

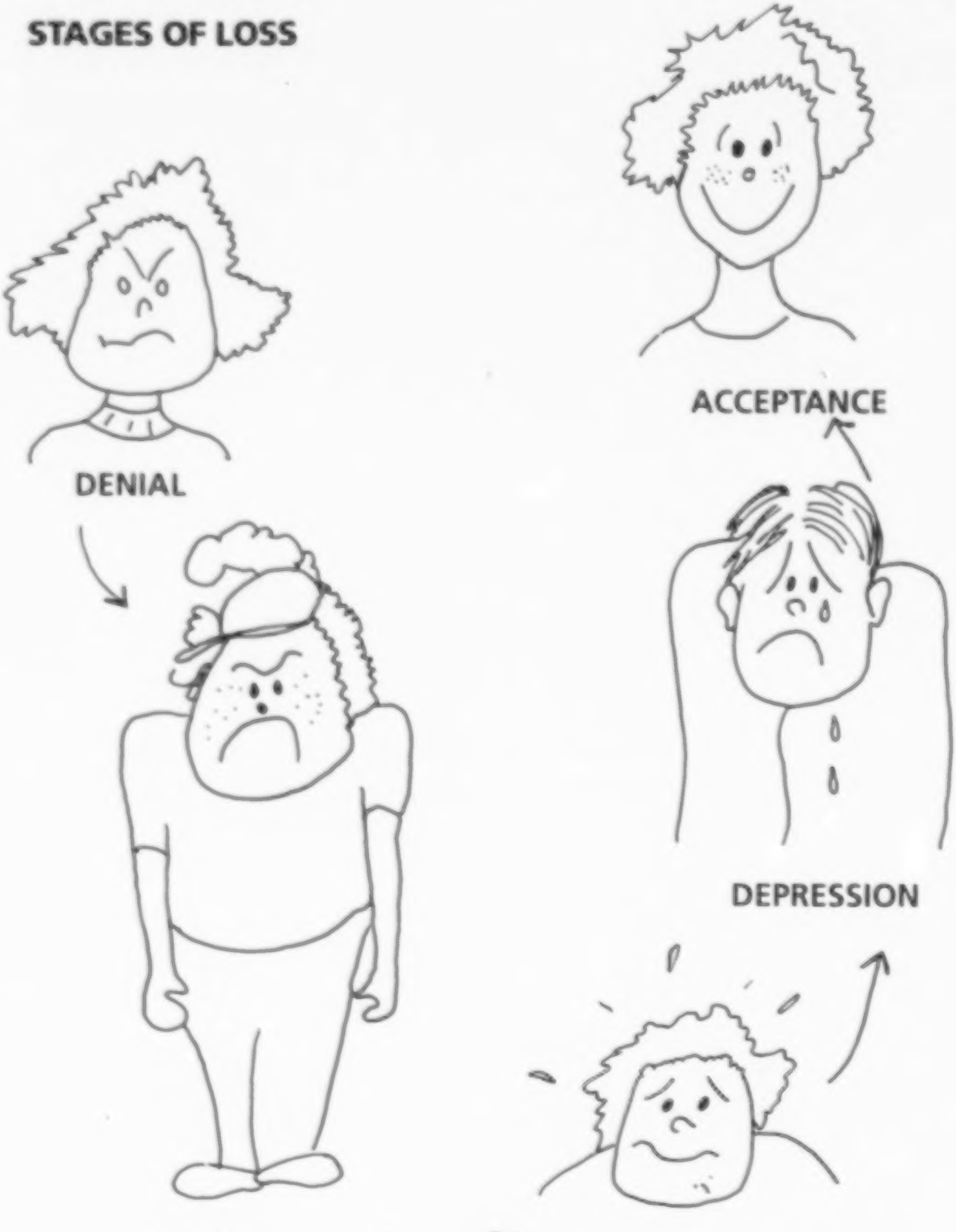
Depression may take weeks to years to work through. When numbness and shock wear off and rage and anger have been exhausted, depression sets in. This is when a friend is needed—for activity and someone to talk to. Recovery from depression can be slow, but it is a sure process. Time helps heal the pain.

ACCEPTANCE

Acceptance comes when the individual learns that there is an objective reality that exists. Although you don't like that reality, it is still a reality. You do not forget the lost person or the hurt, but there is no longer any anger or depression and it does not preoccupy your time.

Handout #45 - Lesson 31 (Level E, Part 2)

STAGES OF LOSS


DENIAL
ANGER
BARGAINING
DEPRESSION
ACCEPTANCE

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She received her B.A. in Sociology from Maryhurst College, and a fifth year in Education from the University of Washington. She has additional training in Special Education, Whole Language and Instructional Theories into Practice. Currently she is pursuing a Master of Arts in Pastoral Studies through the Institute of Theological Studies at Seattle University.

Ann has done professional writing in several areas including a Whole Language Spelling Program for grades one through eight. She was the co-author, with Judy Wild, of *A Companion Guide for Catholic Teachers: Vision and Values in the Catholic Schools* published by Addison-Wesley Science in 1989. This work helped teachers to bring faith issues to the fourth-, fifth- and sixth-grade science curriculum. Most recently, she was the editor and co-author of *Multicultural Curriculum for Grades K–8* published by the Archdiocese of Seattle Schools Department in 1992.

In addition to writing, Ann enjoys other creative hobbies such as weaving, embroidery, painting and Tai Chi. She is an active volunteer in her parish and community.

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